EDUCATION MANAGEMENT
COMMITTEE

Board of Education

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1983 11 01

Confirmation of the minutes of the last regular and special meetings of 1983 10 11 and 1983 10 13.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report and Review of the Trainable Retarded Children's Advisory Committee and the Special Education Advisory Committee (referred from October E.M.C. - 1983 10 04).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. December Meeting Date.
3. Employee Assistance Programme.
4. Staffing Report - September 30th.
5. Report of the Special Education Advisory Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: presentation from the Coalition of Neighbourhood Schools (referred from October E.M.C. - 1983 10 04).
2. Report from Director's Accommodation Report - re: Norwood Park School (referred from October Board - 1983 10 14).
3. Results of Canadian Health Knowledge Survey - Queen's University.
4. Report and Review of Core French Programme.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report of the Trainable Retarded Children's Advisory Committee.
3. Report of the Special Education Advisory Committee.

PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from Officials re: Response on Semestering.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Co-Educational Facility.

3. Report of the Committee to Review Secondary School Accommodation Needs for the Upper City.

4. Report of the French Language Advisory Committee?

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1983 11 24

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Special Education Advisory Committee (SEAC)

A motion was passed by the Board in 1981 indicating that a review of the role of both the Special Education Advisory Committee and the Trainable Retarded Committee be completed during the fall of 1983. The purpose of this motion was to determine the feasibility of moving to a one-committee structure.

The enclosed report is an analysis of the legislation and the options available to the Board. Based on the experience of the past year, it would appear that the interests of Special Education can be best met through a single, co-ordinated committee. This committee would be broadly based and representative of all appropriate organizations within the City. To monitor Special Education through such a committee would ensure that the totality of Special Education needs are being addressed and an integrated service delivery is both established and maintained.

In reviewing the role of the Committees and needs of the system, the administration feels that a single committee approach is most desirable. There are degrees of exceptionality that overlap. To have one committee (with the possibility of appropriate sub-committees) knowledgeable regarding needs and programs with the ability to make recommendations for flexible and appropriate use of all special education resources is desirable. To encourage flexible programming and placement can only benefit all children needing special education services.

It is recommended that,

1. Effective December 1, 1983, the Board establish a Special Education Advisory Committee in accordance with Section 182 (7)* of the Education Act.
2. The structure of the committee be reviewed within two years.

*see page 2 of the enclosed report

Prepared and submitted by: A. J. Krever,
Director of Education.

Approved by : Senior Management.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 09 29.

TO THE CHAIRMAN AND MEMBERS,
EDUCATION MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

REPORT - TRAINABLE RETARDED COMMITTEE
SPECIAL EDUCATION ADVISORY COMMITTEE

The Education Act in Section 74 stipulates that a divisional board such as Hamilton shall establish an advisory committee on schools for trainable retarded pupils. Then it goes on to say that a Board may discontinue such a committee (a) if the Board appoints one member to the Special Education Advisory Committee from a local association for the mentally retarded to include the requirements of the Special Education Advisory Committee under Section 182 (7). There are, therefore, three routes we can follow:

1. Establish an advisory committee for schools for the trainable retarded pupils and establish a Special Education Advisory Committee. This is the option this Board took in 1982. The Trainable Retarded Committee has six members, the Special Education Advisory Committee has 17 members. Each committee includes three trustees.

The composition of the two committees is:

Trainable Retarded	Special Education Advisory Committee
Section 74 (4)	Section 182 (2) & Section 74 (2b)
3 Trustees	3 Trustees (1 trustee elected by separate school electors
3 appointees from the Hamilton & District Mentally Retarded Association	12 representatives from local associations (exceptional children)
	1 representing french speaking ratepayer
	1 representing Mentally Retarded Association
6 Total	17 Total

2. The second option is just to discontinue the Trainable Retarded Committee and establish the Special Education Advisory Committee as permited in section 74 (2a). The composition of the committee would be:

   3 trustees (1 trustee elected by separate school electors)

   12 representatives from local associations (exceptional children) one must be Mentally Retarded Representative.

   1 representative from French speaking ratepayers

   16 Total

3. The third option is to expand the Trainable Retarded Committee as permitted under Section 182 (7):

   3 trustees (1 trustee elected by separate school electors)

   3 representatives from Mentally Retarded Association

   12 representatives from local associations (exceptional children) (no Mentally Retarded Representative)

   1 representative from French speaking ratepayers

   19 Total

The second option is probably the best from our point of view since it has fewer members at 16 than option three with 19 members. I can see the Association for the Mentally Retarded being very sensitive about this and they would no doubt prefer Option three because this would retain all of their three members.

Procedure

The Special Education Advisory Committee was established from a recommendation of the Rules and Regulations Committee in a report dated May 17, 1982. This was presented to the June, 1982 Board Meeting as a notice of motion and approved at the July, 1982 Board Meeting. (Attached is a copy of the Report of the Rules and Regulations Committee).

The duties of the Rules and Regulations Committee of the Board are outlined as follows:

"The duty of the Rules and Regulations Committee is to maintain and update the rules and regulations of the Board and to consider items referred to it by the Board relating to Board procedures. It should meet at least once a year."

The Rules and Regulations Committee should, therefore, review the responsibilities of the two advisory committees, the Trainable Retarded Advisory Committee and the Special Education Advisory Committee and make recommendations to the Board.

The second option is just to dissolve the Training Retarded Committee and establish the Special Education Advisory Committee as required in section 7A(1)(a). The composition of the committee would be:

7 trustees (1 trustee elected by separate school electors)

12 representatives from local associations (excluding one must be Mentally Retarded Representative).

1 representative from French speaking taxpayers

19 Total

The third option is to expand the Trainable Retarded Committee as permitted under section 7A2 (2):

7 trustees (1 trustee elected by separate school electors)

1 representative from Mentally Retarded Association

12 representatives from local associations (excluding one Mentally Retarded Representative)

1 representative from French speaking taxpayers

19 Total

The second option is probably the best from our point of view since it has fewer members or 18 than option three with 19 members. I can see the advantage in the Mentally Retarded being very sensitive about this and they would be happy with option three because this would retain all of their three members.

Recommendations

The Special Education Advisory Committee was established from a recommendation of the Rules and Regulations Committee in a report dated May 17, 1982. This was presented to the Board, 1982 Board Meeting as a motion, a motion and approved on July, 1982 Board Meeting. (Attached is a copy of the minutes of the Rules and Regulations Committee).

The duties of the Rules and Regulations Committee of the Board are outlined as follows:

"The duty of the Rules and Regulations Committee is to initially and update the rules and regulations of the Board and to consider items referred to it by the Board relating to Board procedures. It should meet at least once a year."

The Rules and Regulations Committee should, therefore, review the responsibilities of the advisory committees, the Trainable Retarded Advisory Committee and the Special Education Advisory Committee and make recommendations to the Board.

The recommendation of the officials is that the Trainable Retarded Advisory Committee be discontinued and that a Special Education Advisory Committee be established as permitted in section 74 (2a). This would include a representative from the Association for the Mentally Retarded.

Respectfully submitted,

JP:mb
Att.

R. S. Cartmell,
Secretary-Treasurer and
Business Administrator.

Approved - July, 1982

REPORT OF THE RULES AND REGULATIONS COMMITTEE

Present: Mrs. Ruth Van Horne (Chairman), Trustees Bell, Frosina, Kennedy, Mazzi and Detwiler.

Also Present: Trustees Lowe and Vine.

Officials Present: Mr. A. J. Krever (Director of Education), Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services), Mr. J. Penner (Deputy Business Administrator), Mr. D. Kelterborn (Administrative Assistant to the Business Administrator), Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

1. That the Board and the Committees re-align agendas in order that elementary school matters (Part II) be considered prior to secondary school matters (Part I) in conducting Board business, and that this be alternated annually, effective 1982 12 01.

2. That the draft Rules and Regulations pertaining to the Special Education Advisory Committee be incorporated into the Board's Rules and Regulations:

(a) The Board shall establish a Special Advisory Committee that shall consist of one representative from each of the local associations (see Clause 182 (1) (c) in the Education Act), not to exceed twelve, in the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board; where the Board provides a French-language instructional unit as defined in Clause 260 (c), one or more members who are French-speaking ratepayers or supporters of the Board; three members appointed by the Board from among its members; and the Board may appoint one or more additional members who are not representatives of either a local association or the French-speaking community and are not members of the Board or of a committee of the Board.

(b) Each of the persons appointed in (a) who are not members of the Board shall have the qualifications required for members of the Board that appointed them and shall hold office during the term of the members of the Board and until the new Board is organized.

(c) One of the members of the committee shall be a member of the Board of Education elected by separate school electors.

(d) One of the members of the committee nominated by a local association shall be from a parents' group that is affiliated with the Ontario Association for the Mentally Retarded and that operates within the jurisdiction of the Board.

(e) The committee may make recommendations to the Board through the Education Management Committee in respect of any matter affecting the establishment and development of special education programs and services in respect of exceptional pupils of the Board.

(f) Where there are more than 12 local associations in the area of jurisdiction of the Board, the Board shall select the 12 local associations that shall be represented.

Respectfully submitted,

Mrs. R. VAN HORNE,
Chairman

Committee Room,
1982 05 17.

The Hamilton and District Association for the Mentally Retarded

191 YORK BLVD. • TELEPHONE 528-0281 • HAMILTON, ONTARIO L8R 1Y6

October 19, 1983

Mrs. Marion Lowe,
Chairman,
Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario.
L8N 3L1.

Dear Mrs. Lowe:

It is with great regret that we understand that the Board of Education is desirous of terminating the T.R.A.C. and replacing this by representation on the S.E.A.C. group.

It is our belief that mentally retarded children present the greatest number of handicapped individuals within the school system. As such the monthly meetings of the T.R.A.C. have been fully occupied with the problems of mentally retarded children. Even on a time basis it would be impossible to debate the necessary situations at S.E.A.C. meetings which have to deal with the needs of all problem groups within our community.

The Board of Directors of the Hamilton and District Association for the Mentally Retarded at their meeting of October 18, 1983 unanimously moved to respectfully request that the present T.R.A.C. be maintained until 1985 (at least).

Sincerely yours,

James Morris, M.D.,
President.

JM/E

c.c. - Mrs. M. Baskin,
Mr. E. T. Daly,
Dr. J. Jacobs,
Mr. R. T. Hamel.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1983 10 27

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That one senior official, two principals, and any staff member presenting a research paper attend the Ontario Education Research Council Annual Conference to be held in Toronto, Friday, 1983 12 02 and Saturday, 1983 12 03, and that each receive $15 towards expenses.

(b) That three members of the Research Services staff attend the above Conference, including the Pre-conference Workshop on Thursday, 1983 12 01 and that each receive $105 towards the cost of registration.

Superintendent of Curriculum and Special Services

(a) That two Supervisors (Family Studies and Geography) attend the "Pre-Conference Connections Workshop" dealing with learning modalities and reluctant learners, sponsored by O.S.S.T.F., to be held at Toronto, Thursday, 1983 12 01, and that the registration fee of $75 each be paid.

(b) That one Mathematics Consultant attend the "Ontario Mathematics Co-ordinators' Association Mathematics Consultants' Seminar" to be held at Toronto, Friday, 1983 11 25, and that $45 be paid towards registration and expenses.

Superintendent of Operations

(a) That Mr. Gordon Kerr be appointed to the Occasional Staff, effective 1983 10 03 to 1983 10 31, with salary according to schedule.

Associate Superintendent Curriculum and Special Services

(a) That one Consultant, Media Services, attend the workshop, "Television - Its Effect on Children", to be held in Toronto, Thursday evening, 1983 11 10 and Friday, 1983 11 11, and that $90 be paid towards the cost of registration and expenses.

Recreation Centre,
100 Main Street West,
Hamilton, Ontario.
- 1983 12 05

To the Chairman and Members,
Operation Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

CONSENT

I have the honour to present the following recommendations for your approval:

(a) That one senior official, two principals, and one staff member presenting a report or paper at the Toronto Educational Research Council Annual Conference to be held in Toronto, Friday, 1983 12 02 and Saturday, 1983 12 03, and that each receive $15 towards expenses.

(b) That three members of the Research Services staff attend the above conference, including the Research Services Workshop on Tuesday, 1983 12 01 and that each receive $105 towards the cost of registration.

Superintendent of Curriculum and Special Services

(c) That two Superintendents (Emily Pauli'a and Georgeanne) attend the "Pre-Conference Consultations Workshop" dealing with learning modalities and resistant learners, sponsored by O.A.S.I.T., to be held at Toronto, Thursday, 1983 12 01, and that the registration fee of $75 each be paid.

(d) That one Curriculum Consultant attend the "Ontario Mathematics Co-ordinators' Association Mathematics Conventions' Seminar" to be held at Toronto, Friday, 1983 12 02, and that cost be paid towards registration and expenses.

Superintendent of Operations

(e) That Mr. Gordon Kerr be appointed to the Contractual staff, effective 1983 10 03 to 1983 10 31, with salary accordant to schedule.

Associate Superintendent Curriculum and Special Services

(a) That one Consultant, Media Services, attend the workshop, "Television - Its Effect on Children", to be held in Toronto, Thursday evening, 1983 12 10 and Friday, 1983 12 11, and that $20 be paid towards the cost of registration and expenses.

(b) That up to four Adjustment Counsellors attend the workshop "Suicidal Behaviour - Response of the Caregiver", sponsored by the Hamilton and District Council on Suicide Prevention, to be held in Hamilton on Friday, 1983 11 04, and that the registration fee of $10 each be paid. (Staff Development)

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 10 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Staffing Statistics 1983-84

Background

The allocation of teaching staff to the individual schools is determined in conjunction with the requests of the principals based on the school organization and the terms of the collective agreements. Staff allocations are determined and staffing conducted in May and June based on projected enrolment figures for September 30th of the coming school year. Depending on economic conditions and shifts in population in a particular area, the anticipated school enrolments can vary considerably over the summer. When significant variations do occur, it is necessary for the principal to change the school organization and to add or delete staff. After the first day of school, opening and closing classes has rather serious repercussions with the students and the community, and this practice is avoided where possible.

Elementary School Staffing

In staffing elementary schools this year every attempt has been made to reach but not exceed the average class size, by division, for the system as set down in the collective agreement. Again this year, we have had difficulty in meeting these averages while addressing the problems associated with triple grades in one room and excessively large classes in our many small schools and in those schools in the inner city which have traditionally received special staffing consideration.

Staffing in the elementary schools has been carried out using the following guidelines from the collective agreement:

Junior Kindergarten

Article 20.01

"As of October 1st, the Board shall endeavour to have an average class size across the system for Junior Kindergarten not exceeding 20." The actual average class size for September 30, 1983 is 17.8.

Senior Kindergarten

Article 20.01

"The Board will endeavour to have a maximum class size not to exceed 25. It is recognized that this maximum may be exceeded where special circumstances necessitate a larger class but in no case shall the class size exceed 28. At the present time there are 5 senior kindergarten classes that exceed 25 pupils (Glen Echo - 26, Inverness - 26, Rosedale - 27 and Thornbrae - 26). In some cases, where special circumstances have dictated, senior kindergarten teacher aides have been added. There are no senior kindergarten classes with 28 or more pupils.

Grade Classes

Article 20.02

"The city-wide average class size, by division shall not exceed":

		Actual - September 30/83
1. Primary	- 25.73	25.38
2. Junior	- 29.21	28.04
3. Intermediate	- 27.95	27.92

Composite Secondary School Staffing

The conditions outlined in the collective agreement pertaining to department loading and pupil-teacher ratio in semestered and non-semestered schools have been met.

Total number of students	- 13,580
Total Staff	- 798[2]
P.T.R.	- 17.5

Vocational Secondary School Staffing

The conditions outlined in the collective agreement pertaining to pupil-teacher ratio (not to exceed 12.5:1) and the class loading (academic classes - 18 average, vocational classes - 17 average) have been met.

Total number of students	- 2,094
Total Staff	- 174
P.T.R.	- 12.5

Recommendation:

That this report be received for information.

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

Senior Kindergarten

Article 20.01

"The Board will endeavour to have a maximum class size not in excess of 25. It is recognized that this maximum may be exceeded under special circumstances necessitate a larger class but in no case shall the class size exceed 28. At the present time there are 3 senior kindergarten classes that exceed 25 pupils (Glen Ross - 26, Ivanhoe - 26, Bendale - 27 and Thorncliffe - 28). In some cases, where special circumstances have arisen, senior kindergarten teaching aides have been added. There are no senior kindergarten classes with 28 or more pupils.

Grade Classes

Article 20.02

"The city-wide average class size, by division shall not exceed":

Actual - September 1964

1. Primary - 29.73 ..... 28.58

2. Junior - 29.21 ..... 29.04

3. Intermediate - 27.55 ..... 27.27

Composite Secondary School Staffing

The conditions outlined in the collective agreement pertaining to department loading and pupil-teacher ratio in separated and non-denominated schools have been met.

Total number of students - 13,560

Total Staff - 790

P.T.R. - 17.5

Vocational Secondary School Staffing

The conditions outlined in the collective agreement pertaining to pupil-teacher ratio (not to exceed 22.5:1) and the class loading (academic classes - 18 average, vocational classes - 17 average) have been met.

Total number of students - 5,060

Total Staff - 374

P.T.R. - 13.5

Recommendation:

That this report be received for information.

Prepared and submitted by: K. A. Reilly, Superintendent of Operations

Approved by: A. L. Grover, Director of Education

REPORT ON AVERAGE CLASS SIZE: ELEMENTARY SCHOOLS

SEPTEMBER 30, EACH YEAR

GRADE SUMMARY

YEAR	JR.K.	KGN.	G1	G2	G3	G4	G5	G6	G7	G8	SP.E.	OPP.	GRADES 1 - 8	AVERAGE FOR ALL CLASSES
1973-74	17.6	21.8	24.2	28.5	28.9	29.9	30.3	31.0	30.6	29.3	7.0	12.9	29.06	26.72
1974-75	18.3	22.7	24.0	28.1	28.5	29.4	30.0	30.1	30.8	29.3	7.1	12.5	28.54	26.39
1975-76	18.7	20.9	23.7	26.5	27.5	28.3	28.5	30.1	29.3	29.1	7.3	12.3	27.76	25.45
1976-77	17.9	20.5	23.6	26.6	28.1	28.8	28.7	29.6	28.5	28.4	7.7	12.5	27.61	25.31
1977-78	18.2	20.9	23.7	26.8	27.8	28.3	28.6	28.1	28.7	28.7	7.3	12.7	27.47	25.12
1978-79	18.4	20.0	23.7	26.7	27.8	29.4	29.1	29.4	28.5	27.8	7.1	12.4	27.58	24.86
1979-80	18.5	20.2	23.9	26.8	27.7	28.6	29.0	29.0	28.6	27.2	7.3	11.9	27.44	24.53
1980-81	18.9	21.0	24.4	26.4	28.3	28.5	29.7	30.1	28.2	27.2	7.3	11.9	27.67	24.28
1981-82	18.4	19.7	23.9	26.5	27.3	28.7	29.4	29.6	28.2	27.7	7.2	11.7	27.51	23.80
1982-83	18.5	20.2	24.3	26.5	27.1	29.0	30.2	29.1	27.5	28.6	7.4	11.1	27.58	23.81
1983-84	17.8	19.8	23.8	25.8	27.0	27.3	27.8	28.9	28.4	27.5	7.5*	9.8	26.87	23.05#

* Omits Gifted Program
\# Includes Gifted Program

Research Services Department
Hamilton Board of Education
October 14, 1983

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 30, 1983

CLASS SZ	JR.K.	KGN.	GR.1	GR.2	GR.3	GR.4	GR.5	GR.6	GR.7	GR.8	OPP	SP.ED.	TOTAL
2												1	1
3													0
4											1	3	4
5												1	1
6											9	2	11
7											7	13	20
8											10	29	39
9											9	4	13
10		1									8	2	11
11		1									7		8
12	3	2								1	4		10
13	6	2									4		12
14	6	6	1								6		19
15	8	6									1		15
16	8	7	1								4		20
17	12	7	1				1						21
18	8	13	1					1		1		2#	26
19	20	16	6	2			1		1				46
20	38	9	3			3	1	1		1			56
21	3	10	8	3								1#	25
22		18	12	1	3		1	2		5		1#	43
23		6	23	14	6	3	4		2	1			59
24		12	13	6	10	4	4	2	7	4			62
25		6	10	8	13	9	4	9	11	9			79
26		4	17	25	10	9	7	4	9	13			98
27		2	9	16	12	14	12	7	9	9			90
28			5	8	9	10	8	8	8	9			65
29			3	7	9	10	21	13	7	9			79
30			1	3	6	9	5	15	9	5			53
31			1	1	7	2	7	7	2	9			36
32					2	3	4	7	8	5			29
33					3	3	2	5	7	6			26
34								1	3				4
35				1			2	4	3	1			11
36								1					1
37													0
TOTAL	112	128	115	95	90	79	84	87	86	88	70	55*	1093
TOTAL ENR	1997	2534	2735	2454	2426	2159	2336	2515	2438	2420	688	410*	25191
AVG CL SZ	17.83	19.80	23.78	25.83	26.96	27.33	27.81	28.91	28.35	27.50	9.83	7.45*	23.05

*Omit Gifted Program
#Gifted Program Classes

REPORT ON AVERAGE CLASS SIZE: SEPTEMBER 30, 1983

LARGE AND SMALL CLASSES

(Opportunity and Other Special Education Classes Omitted)

A. Classes With Over 35 Students on September 30, 1983

36 Students: 1. Viscount Montgomery - Grade 6

B. Classes With 15 Students or Less on September 30, 1983

15 Students

1. C. B. Stirling - Jr.K.
2. Comley - Kgn.
3. Fairfield - Jr.K.
4. Lake Avenue - Kgn.
5. Lloyd George - Kgn.
6. Pauline Johnson - Jr.K.
7. Pauline Johnson - Jr.K.
8. Peace Memorial - Jr.K.
9. Queen Mary - Kgn.
10. Queensdale - Kgn.
11. Queensdale - Kgn.
12. Richard Beasley - Jr. K.
13. Seneca - Jr.K.
14. West Ave. - Kgn.

14 Students

1. Central - Kgn.
2. C. B. Stirling - Jr.K.
3. Comley - Kgn.
4. Dr. Davey - Kgn.
5. Dr. Davey - Kgn.
6. Gibson - Jr.K.
7. Prince of Wales - Gr. 1
8. Prince Philip - Jr.K.
9. Robert Land - Jr.K.
10. Ryckman's Corners - Kgn.
11. Strathcona - Jr.K.
12. West Ave. - Jr.K.
13. West Ave. - Kgn.

13 Students

1. C. B. Stirling - Jr.K.
2. Chedoke - Kgn.
3. Holbrook - Jr.K.
4. Norwood - Kgn.
5. Norwood - Jr.K.
6. Robert Land - Jr.K.
7. Strathcona - Jr.K.
8. Woodward - Jr.K.

12 Students

1. Allenby - Kgn.
2. Fernwood - Jr.K.
3. Queen Mary - Grade 8
4. Ryckman's Corners -Jr.K.
5. Ryckman's Corners - Kgn.
6. Woodward - Jr.K.

11 Students

1. Holbrook - Kgn.

10 Students

1. Holbrook - Kgn.

C. Summary of Large and Small Classes: Junior Kindergarten to Grade Eight

	1980-81	1981-82	1982-83	1983-84
Classes 15 and under	3(.32%)	4(.42%)	25(2.63%)	16(1.65%)
Classes over 35	1(.11%)	3(.32%)	7(.74%)	1(.10%)
TOTAL CLASSES JK to G8	952	951	950	968

WINNERS IN WINDSOR COAST BIKE: SATURDAY, AUG. 12TH

Lakes and Shore Airways

(Geometry and Other Special Education Classes Contest)

A. Classes with Over 15 Students on September 30, 1970

1a Geometry - 1. Wisconsin Rapids - Grade 9.

B. Classes with 15 Students or Less on September 30, 1970

1a Algebra

1. St. Ed. Middle - Jr.H.
2. Lincoln - Kgn.
3. Pittsville - Jr.H.
4. Lake Avenue - Kgn.
5. Liberty Corners - Kgn.
6. Phillips Junior - Jr.H.
7. Phillips Junior - Jr.H.
8. Force Mountain - Jr.H.
9. Queen City - Kgn.
10. Quincadale - Kgn.
11. Greenwell - Kgn.
12. Pickard Dairy - Jr. H.
13. Seneca - Jr.H.
14. West Ave. - Kgn.

1b Science

1. Central - Kgn.
2. C. B. Fielding - Jr.H.
3. Conley - Kgn.
4. Dr. Davey - Kgn.
5. Dr. Davey - Kgn.
6. Gibson - Jr.H.
7. Prince of Wales - Gr. 1
8. Prince Philip - Jr.H.
9. Rocky Land - Jr.H.
10. Wyman's Corners - Kgn.
11. Strathcona - Jr.H.
12. West Ave. - Jr.H.
13. West Ave. - Kgn.

1c Mathematics

1. St. H. Middle - Jr.H.
2. Conley - Kgn.
3. Pittsville - Jr.H.
4. Lake Avenue - Kgn.
5. Liberty Corners - Kgn.
6. Phillips Junior - Jr.H.
7. Phillips Junior - Jr.H.
8. Force Mountain - Jr.H.
9. Queen City - Kgn.
10. Quincadale - Kgn.
11. Greenwell - Kgn.
12. Pickard Dairy - Jr. H.
13. Seneca - Jr.H.
14. West Ave. - Kgn.

1d Science

1. Central - Kgn.
2. C. B. Fielding - Jr.H.
3. Conley - Kgn.
4. Dr. Davey - Kgn.
5. Dr. Davey - Kgn.
6. Gibson - Jr.H.
7. Prince of Wales - Gr. 1
8. Prince Philip - Jr.H.
9. Rocky Land - Jr.H.
10. Wyman's Corners - Kgn.
11. Strathcona - Jr.H.
12. West Ave. - Jr.H.
13. West Ave. - Kgn.

1e Science

1. C. H. Sebring - Jr.H.
2. Chaseley - Kgn.
3. Hillcrest - Jr.H.
4. Hickwood - Kgn.
5. Hickwood - Kgn.
6. Rocky Land - Jr.H.
7. Strathcona - Jr.H.
8. Woodward - Jr.H.

1f Geometry

1. Allenby - Kgn.
2. Fairwood - Jr.H.
3. Queen City - Grade 8
4. Wyman's Corners - Jr.H.
5. Wyman's Corners - Kgn.
6. Woodward - Jr.H.

1g Mathematics

1. Dolphin - Kgn.

2a Economics

1. Dolphin - Kgn.

C. Summary of Large and Small Classes: Junior Participation in Green Light

	1900-01	1901-02	1902-03	1903-04
Classes 15 and under	31.(32%)	41.(42%)	54.(52%)	101.(65%)
Classes over 15	1.(11%)	3.(32%)	7.(74%)	11.(35%)
TOTAL CLASSES 14 to 18	352	331	323	320

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustee Clarke (Chairman);
Trustees Baskin and Di Ianni; Mesdames Bishop, LaFrance, Masters and Tilbury; Drs. Jacobs, Nagler and Rosenbaum.

Also Present: Trustees Hicks, Mulholland and Van Horne;

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services),
Mrs. E. Pease (Administrative Assistant to the Director).

The Committee recommends:

GENERAL

1. That newsletters from all schools inform parents of the availability of the parents' guide "Procedures used in the Identification, Placement and Review of Exceptional Pupils, and Appeals."

PART II

1. That the Special Education Advisory Committee supports the recommendation of the Trainable Retarded Children's Advisory Committee that both the Trainable Retarded Children's Advisory Committee and the Special Education Advisory Committee be maintained until December, 1985, and at that time, the matter be reviewed.

Respectfully submitted,

M. C. Clarke,
Chairman.

Committee Room,
1983 10 26.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8P 1H6,
November, 1983.

To the Chairman and Members,
Education Management Committee.

Ladies and Gentlemen:

Re: Accommodation Report - Norwood Park

The paper entitled Norwood Park Overview which was distributed to trustees October 13, 1983, has been read and considered by the Accommodation Committee.

Two aspects of the Board policy appear to be involved and hence should be addressed at this point. They are:

(A) Transportation Policy - (excerpts taken from the policy statement)

1. When a school is closed and the pupils of the school are transferred to another school outside of the district they would expect to attend and the pupil so transferred lives one mile or more from the school he/she is required to attend, transportation will be provided by the Board where practical.

4. That where a pupil qualifies for transportation under sections 1, 2 and 3 of the Transportation Policy (Approved 1980 10 09) and where provision of a vehicle is impractical and public transit is available, public transit tickets may be provided.

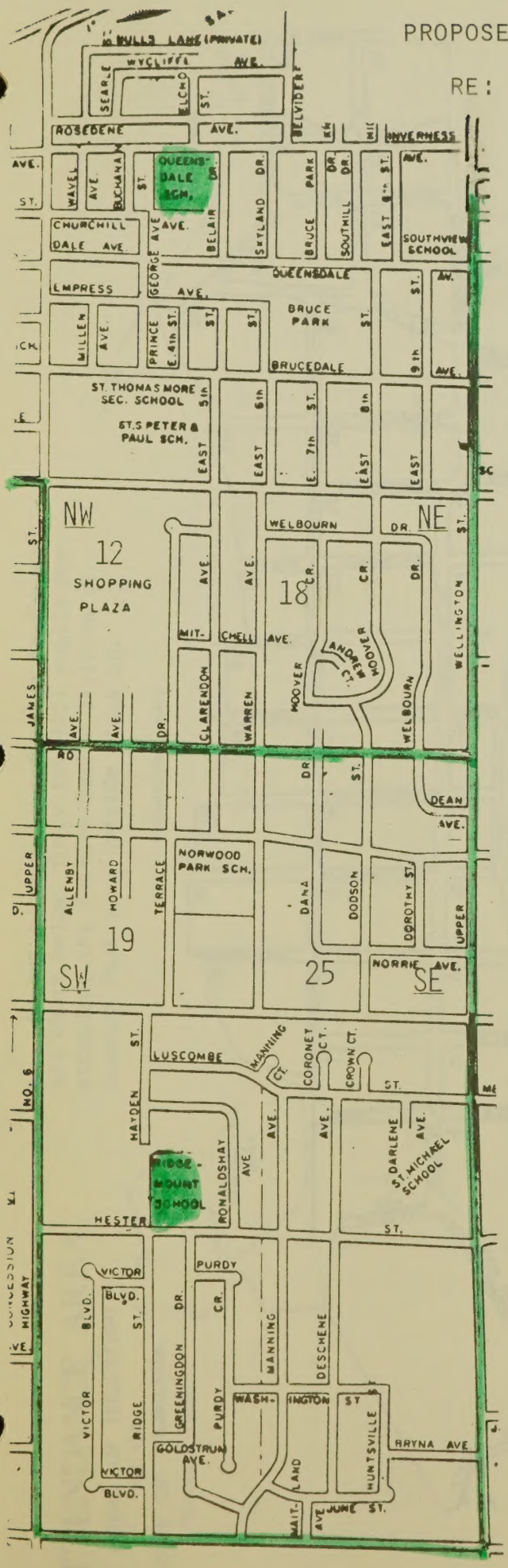
(B) School Boundaries

In order to organize and regulate school enrolment the Board of Education for the City of Hamilton has instructed its officials to create and maintain a record of School Boundaries. As changes occur in the number, location and enrolment of schools, boundaries are adjusted to take into consideration the changed conditions.

Pupils living within a designated boundary are expected to attend the school so identified. However, if attendance at any other school outside of their designated area is requested, the principals involved in the requested change may, if they deem the move possible and beneficial to the pupil, seek permission from the appropriate supervisory officer(s).

Prepared by: J. Forrester
Approved by: Senior Management
Submitted by: A. J. Krever

.....2



PROPOSED BOUNDARIES

RE: POSSIBLE CLOSURE OF NORWOOD PARK SCHOOL

NW	NE
JK - 1	JK - 1
K - 0	K - 1
1 - 2	1 - 1
2 - 2	2 - 4
3 - 0	3 - 4
4 - 6	4 - 3
5 - 1	5 - 4

McElroy

Warren

SW	SE
JK - 2	JK - 4
K - 2	K - 2
1 - 6	1 - 4
2 - 1	2 - 2
3 - 3	3 - 4
4 - 1	4 - 7
5 - 4	5 - 2

If a decision to close Norwood Park is taken and the proposed change in junior school boundaries is effected, then (see map and table on this page)

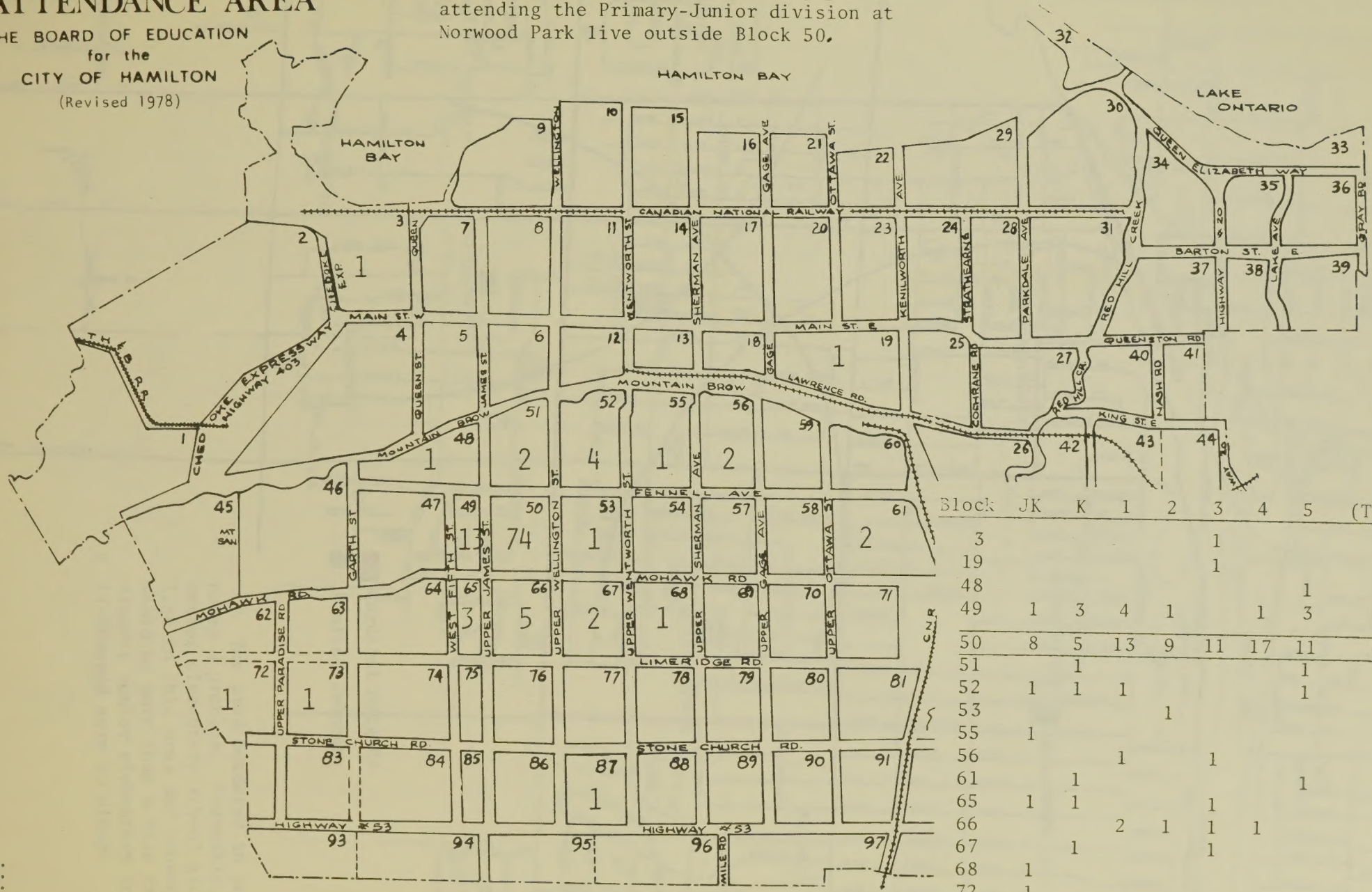
- 44 pupils now living south of McElroy Road, between Upper James Street and Upper Wellington Street would be expected to attend Ridgemount.
- 30 pupils now living north of McElroy Road, between Upper James Street and Upper Wellington Street would be expected to attend Queensdale.
- If any of the above 74 pupils wished to attend either Buchanan Park or Linden Park, they would be allowed to do so.
- As indicated in the section regarding boundaries, individual requests would be considered.

.....3

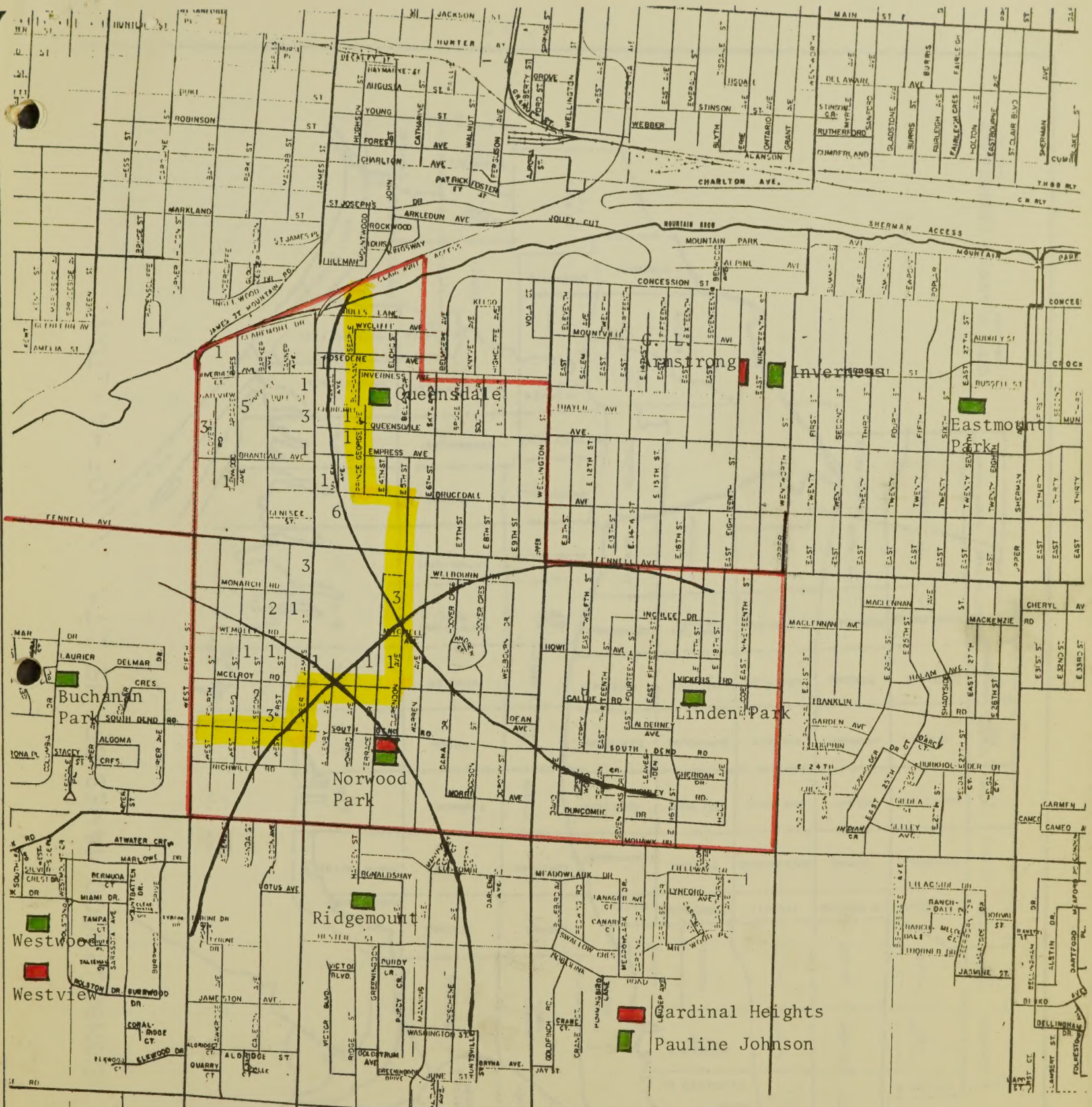
ATTENDANCE AREA

THE BOARD OF EDUCATION
for the
CITY OF HAMILTON
(Revised 1978)

As can be seen by referring to the map and chart below, forty two (42) pupils now attending the Primary-Junior division at Norwood Park live outside Block 50.

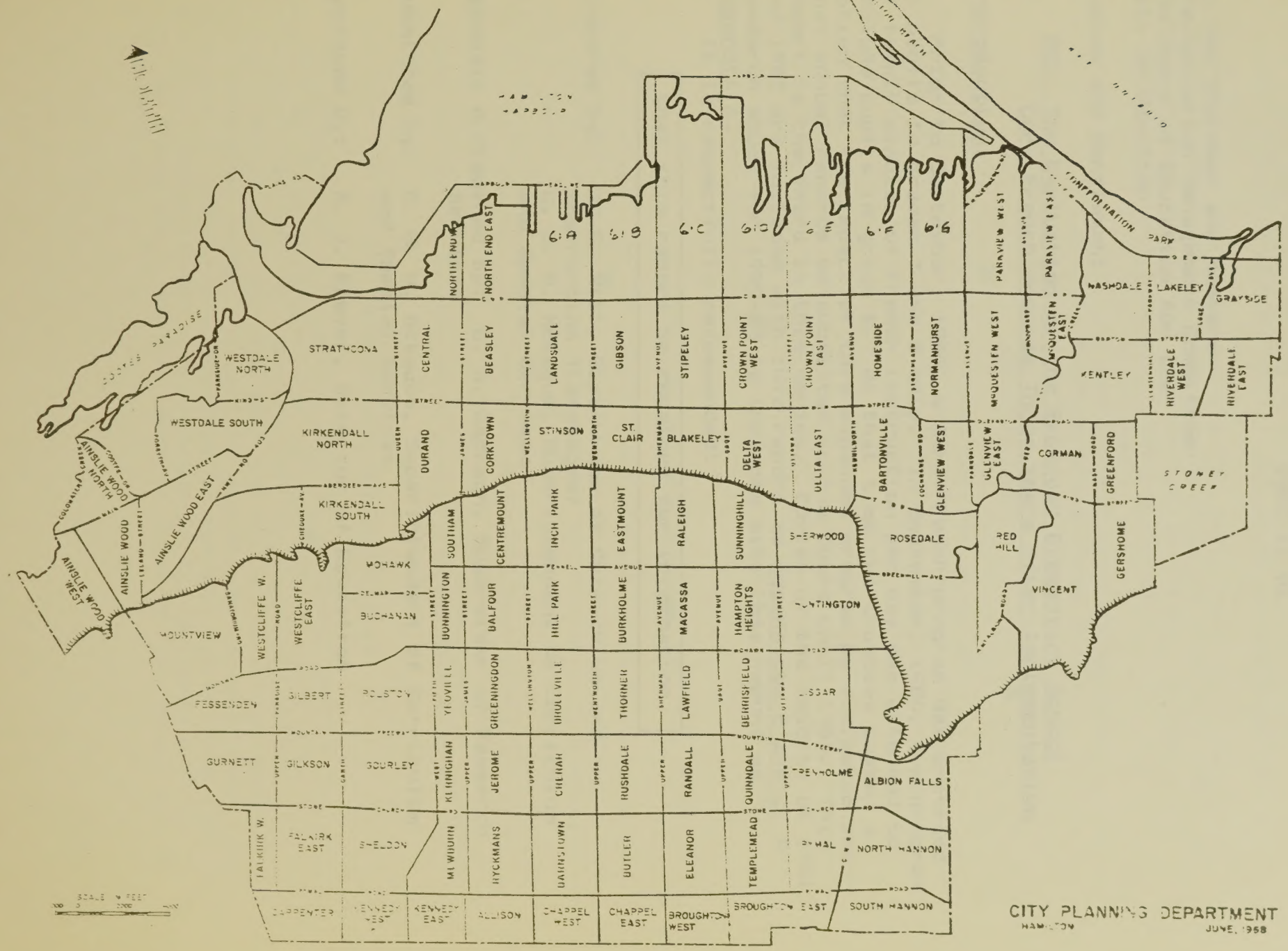


Block	JK	K	1	2	3	4	5	(Total)
3					1			(1)
19					1			(1)
48							1	(1)
49	1	3	4	1		1	3	(13)
50	8	5	13	9	11	17	11	(74)
51		1					1	(2)
52	1	1	1				1	(4)
53				1				(1)
55	1							(1)
56			1		1			(2)
61		1					1	(2)
65	1	1			1			(3)
66			2	1	1	1		(5)
67		1			1			(2)
68	1							(1)
72	1							(1)
73			1					(1)
87			1					(1)
	14	13	23	12	17	19	18	(116)



The area bordered in yellow poses a problem. Presently, 42 senior elementary school students live in this area and consequently would be more than a mile from the closest senior elementary school if Norwood were to close.

NEIGHBOURHOOD NAMES OF HE CITY OF HAMILTON



1983 11 01

To The Chairman and Members
The Education Management Committee
The Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: The Evaluation of the Expanded Elementary School Core French Program Three Years After Implementation

Introduction:

Prior to September, 1980, a Core French program was provided to pupils in grades 7 and 8 only. In September, 1980, the program of twenty minutes of French instruction per day was extended to include pupils in grade 6. At that time the trustees passed a motion that the impact of this expanded program be evaluated and that annual reports be submitted to the Board until 1984. This report is the third in this series. Copies of the reports of 1981 and 1982 are included with this report as Appendices B and C. A research study for 1982-83 is included with this report as Appendix A.

It is respectfully recommended:

that this report be received for information.

Prepared by: J. C. Hill, Supervisor of Curriculum and Instruction (Languages)
C. G. W. McKague, Superintendent of Curriculum and Special Services

Appendix A Prepared by: O. A. Jackson, Supervisor of Research Services

Submitted by: C. G. W. Mckague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

THE EVALUATION OF THE EXPANDED ELEMENTARY SCHOOL CORE FRENCH PROGRAM THREE YEARS AFTER IMPLEMENTATION

The first students to receive the additional sixty hours of instruction in grade 6 French completed grade 8 in June 1983. In order to assess the impact of this earlier start, it was considered important to examine the following:

(i) attitudes;
(ii) listening and speaking skills;
(iii) reading and writing skills;
(iv) enrolment patterns.

(i) ATTITUDES

One of the primary aims of an earlier start in foreign-language education is to develop positive student attitudes and values about foreign-language learning and about people who speak a different language. This is particularly important in Canadian society.

The attitudes of students and parents towards the introduction of Core French in grade 6 are seen to be favourable. Requests to lengthen the amount of daily instruction time and to start at an even earlier grade continue to be received by Board officials. Teachers are particularly pleased with the enthusiasm of their students. (See Appendix C.)

(ii) LISTENING AND SPEAKING SKILLS

Approximately 65% of French instructional time in grade 6 is devoted to the development of listening and speaking skills. This time allocation is recommended by the Ministry of Education because these two skills develop slowly and are absolutely essential to communicative competence. A visitor to a grade 6 Core French classroom will observe the emphasis which listening and speaking receive in both structured learning activities and in creative application. However, the formal assessment of increases in these two skills is extremely difficult and expensive to measure.

(iii) READING AND WRITING SKILLS

The results of the testing program conducted by the Research Services Department for the past three years are contained in Appendix A. The earlier start has had little apparent impact upon the students' ability to recall or spell basic structural items. It must be emphasized, however, that the additional 21 hours for instruction in reading and writing (35% of the French instructional time in grade 6) are diffused over a period of three years and increases in these skills should not be anticipated.

(iv) ENROLMENT PATTERNS

At the present time students are not required to continue their Core French program past grade 8. A comparison of enrolment patterns over the past three years shows that the group of students who started French in grade 6 have voluntarily continued their involvement with this subject at the secondary level in substantially larger numbers than in the two previous years. (See Appendix A.)

At least three reasons for the increased student involvement at the secondary level may be suggested:

- greater student confidence because of the earlier start;
- more positive attitude towards French because of the longer exposure;
- greater relevance of French as a school subject because of the increased instructional time in elementary school.

SUMMARY

It would appear that the introduction of Core French in grade 6 has had a positive impact on students. With the increased emphasis on French as a required school subject as stated in Ontario Schools: Intermediate Senior, it is clear that the Hamilton Board of Education has moved in concert with Ministry policy. It may well be that consideration should now be given to further expansion of the Core French program in elementary schools.

A REVIEW OF THE ELEMENTARY SCHOOL CORE FRENCH PROGRAM OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

INDEX

Research Services Department
Hamilton Board of Education
September, 1983.

A REVIEW OF THE ELEMENTARY SCHOOL CORE FRENCH PROGRAM OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON JUNE, 1983

1. INTRODUCTION

Elementary school pupils attending Hamilton Board of Education schools have received a French language program in grade 7 and grade 8 since the late 1960's. Beginning in September, 1980, the program was extended to include pupils in grade 6.

The program for these students emphasizes four basic skills: listening, speaking, reading and writing. It must be clearly stated that the model of instruction followed by the Hamilton Board of Education closely follows the Ministry of Education guidelines. These guidelines emphasize the listening and speaking aspects of learning a language. For programs which begin in grade six or grade seven the guidelines require less than fifteen percent of the instructional time to be spent on written work. Approximately twenty percent of the instructional time should be spent on reading and the remainder, approximately sixty-five percent, should be spent on listening and speaking skills.

The assessment of the impact of an extended core French program in the elementary schools should include at least two aspects: improvement in language skills and pupil attitude toward instruction in that subject. The assessment of changes in speaking or listening skills is difficult, expensive and time consuming. Each pupil would require an individual test and staff is simply not available for that task. Pencil and paper tests are inexpensive to administer and the results for large groups of students are usually quite reliable, but when the main impact of the program lies in speaking and listening, the results may not truly reflect changes taking place. Students' attitudes concerning a particular subject are also difficult to measure. Often students report opinions that they believe their teachers would want them to report. Students' attitudes towards school subjects are in general influenced by the time of year when the attitude survey is collected, tending to be more supportive in the fall and less supportive in the spring. With the above caveats clearly in mind, this report attempts to answer two questions. First, has there been a change in the French language skill of students who receive twenty minutes of French instruction each day for three years rather than for two years and, second, has there been a change in attitude towards French as a school subject for these groups of pupils?

2. THE DESIGN OF THE STUDY

In order to assess changes in student achievement, the Supervisor of Languages developed a thirty-three item bank of questions related to the grade eight program. These items were then randomly placed in six different tests of six items each. These tests were randomly distributed to the grade eight pupils in early June of 1981, 1982 and 1983. Only the 1983 class received the extended program. Over these three years, the tests were forwarded to the Research Services Department, marked and analyzed for trends. No results were communicated to the schools.

In order to assess changes in student attitude, enrolment in grade 9 French programs as a percentage of the preceding year's grade 8 enrolment has been reviewed. It is believed that pupils who feel French is important will take it in secondary school. Further, it is believed that the amount of exposure to French in elementary school will influence pupils' opinions concerning that importance.

Summary of the Results of the Study

1. The following table indicates the scope of the testing program and the year average for each of the three years under review.

Year	Years of French Instruction	Number of Pupils Assessed	Number Of Test Items Included	Year Average
1980-81	2	2078	12,468	61.6%
1981-82	2	2063	12,378	59.5%
1982-83	3	1998	11,988	59.3%

Discussion: There is very little difference in the year average for the three years in the review. The results of the written test appear to indicate that no difference in pupil achievement exists based upon an extended program.

2. The following table indicates the relationships between grade 8 enrolment and the number of pupils taking French in grade 9 the following year.

	Grade 8 Enrolment	Grade 9 French Enrolment the Following Year	Grade 9 French En. as Percent of Grade 8 Enrolment
1980-81	2466	1465	59.4%
1981-82	2309	1221	52.9%
1982-83	2323	1560*	67.7%

*Interim number based on option sheets.

Discussion: The group of students who received a French program in grade six and who will take their grade nine program in 1983-84 shows a marked percentage increase over the percentages of students taking French in grade 9 from the two previous grade 8 groups.

3. CONCLUSIONS

The extension of the French program into grade six in 1980-81 does not appear to have affected the written language skills of the class of grade 8 pupils of 1982-83. Virtually no difference was found between this class and the two preceding classes in the results of the test of thirty-three grade eight items. This result is not surprising as the major focus of the elementary program is on listening and speaking rather than reading and writing.

The extension of the French program into grade six appears to have affected the attitude of pupils towards French as a subject since a larger percentage of grade eight pupils appear willing to take French in grade nine in 1983-84 than in past years. Whether this change is unique to this particular year or a permanent shift will be determined by future study. The measurement of attitude towards instruction in French using the percentage of grade eight pupils taking grade nine French will be lost when the R.O.S.E. recommendations are implemented as one credit of secondary school French instruction will be required of all graduating secondary students. It is very likely that, beginning in September, 1984, most grade nine students will see French as mandatory in the first year of secondary school.

4. ITEM ANALYSIS OF THE GRADE EIGHT FRENCH PROGRAM JUNE TEST

				June, 1981 (2078 Pupils)			June, 1982 (2063 Pupils)			June, 1983 (1998 Pupils)		
Question	Test		Test Item Description	Number of Student Answers	Number Correct	Percent Correct	Number of Student Answers	Number Correct	Percent Correct	Number of Student Answers	Number Correct	Percent Correct
1	(1)		the boy	348	300	86.2%	353	288	81.6%	340	289	85.0%
1	(5)		the boys	351	201	57.3%	340	179	52.6%	324	145	44.8%
1	(6)		the girl	336	216	64.3%	325	221	68.0%	319	209	65.5%
1	(2)		the girls	350	179	51.1%	355	172	48.4%	336	175	52.1%
1	(4)		the father	348	270	77.6%	348	270	77.6%	341	263	77.1%
1	(3)		the mothers	345	199	57.7%	342	190	55.6%	338	167	49.4%
2	(2)		a boy	350	135	38.6%	355	166	46.8%	336	133	39.6%
2	(3)		some boys	345	201	58.3%	342	199	58.0%	338	147	43.5%
2	(4)		a girl	348	142	40.8%	348	140	40.2%	341	129	37.8%
2	(1)		some girls	348	184	52.9%	353	160	45.3%	340	149	43.8%
2	(6)		some fathers	336	178	53.0%	325	170	52.3%	319	160	50.2%
2	(5)		a mother	351	115	32.8%	340	116	34.1%	324	98	30.2%
3	(1)	(6)	les petit___crayons	684	438	64.0%	667	412	61.8%	659	444	67.4%
3	(2)	(4)	les grand___livres	698	377	54.0%	703	364	51.8%	677	362	53.5%
3	(3)	(5)	les jeunes fille___	696	616	88.5%	682	605	88.7%	662	599	90.5%
4	(1)		je parl___	348	262	75.3%	353	244	69.1%	340	246	72.4%
4	(3)		tu parl___	345	217	62.9%	342	208	60.8%	338	203	60.1%
4	(5)		il parl___	351	221	63.0%	340	221	65.0%	324	217	67.0%
4	(6)		nous parl___	336	271	80.7%	325	275	84.6%	319	274	85.9%
4	(2)		vous parl___	350	284	81.1%	355	268	75.5%	336	246	73.2%
4	(4)		elles parl___	348	183	52.6%	348	182	52.3%	341	162	73.2%
5	(4)		je descend___	348	137	39.4%	348	130	37.4%	341	117	34.3%
5	(1)		tu descend___	348	141	40.5%	353	121	34.3%	340	109	32.1%
5	(2)		elle descend	350	61	17.4%	355	89	25.1%	336	79	23.5%
5	(5)		nous descend___	351	291	82.9%	340	261	76.8%	324	263	81.2%
5	(3)		vous descend___	345	274	79.4%	342	249	72.8%	338	245	72.5%
5	(6)		ils descend___	336	191	56.8%	325	196	60.3%	319	183	57.4%
6	(3)		J'___	345	293	84.9%	342	276	80.7%	338	291	86.1%
6	(2)		tu___	350	211	60.3%	355	199	56.1%	336	188	56.0%
6	(6)		il___	336	190	56.5%	325	162	49.9%	319	152	47.6%
6	(1)		nous___	348	245	70.4%	353	226	64.0%	340	245	72.1%
6	(4)		vous___	348	254	73.0%	348	235	67.5%	341	249	73.0%
6	(5)		ils___	351	205	58.4%	340	176	51.8%	324	176	54.3%
			TOTAL ITEMS	12,468	7,682	61.6%	12,378	7370	59.5%	11,988	7104	59.3%

5. GRADE EIGHT FRENCH PROGRAM TEST RESULTS

PERCENTAGES CORRECT FOR EACH TEST ITEM

		1981	1982	1983
TEST 1:	Q.1	86.2%	81.6%	85.5%
	Q.2	52.9%	45.3%	53.5%
	Q.3	61.2%	54.1%	65.0%
	Q.4	75.3%	69.1%	74.5%
	Q.5	40.5%	34.3%	37.0%
	Q.6	70.4%	64.0%	80.5%
TOTAL TEST 1		64.4%	58.1%	66.1%
TEST 2:	Q.1	51.1%	48.4%	52,6%
	Q.2	38.6%	46.8%	39.3%
	Q.3	55.7%	54.1%	53.6%
	Q.4	81.1%	75.5%	73.3%
	Q.5	17.4%	25.1%	26.5%
	Q.6	60.3%	56.1%	61.2%
TOTAL TEST 2		50.7%	51.0%	51.1%
TEST 3:	Q.1	57.7%	55.6%	46.9%
	Q.2	58.3%	58.0%	43.9%
	Q.3	89.6%	90.3%	88.8%
	Q.4	62.9%	60.8%	58.2%
	Q.5	79.4%	72.8%	74.5%
	Q.6	84.9%	80.7%	86.7%
TOTAL TEST 3		72.1%	69.7%	66.5%
TEST 4:	Q.1	77.6%	77.6%	74.6%
	Q.2	40.8%	40.2%	43.7%
	Q.3	52.3%	49.4%	52.3%
	Q.4	52.6%	52.3%	50.3%
	Q.5	39.4%	37.4%	32.0%
	Q.6	73.0%	67.5%	76.1%
TOTAL TEST 4		55.9%	54.1%	54.8%
TEST 5:	Q.1	57.3%	52.6%	44.6%
	Q.2	32.8%	34.1%	31.7%
	Q.3	87.5%	87.1%	87.6%
	Q.4	63.0%	65.0%	65.1%
	Q.5	82.9%	76.8%	82.3%
	Q.6	58.4%	51.8%	56.6%
TOTAL TEST 5		63.6%	61.2%	61.3%
TEST 6:	Q.1	64.3%	68.0%	65.1%
	Q.2	53.0%	52.3%	53.4%
	Q.3	67.0%	68.0%	63.5%
	Q.4	80.7%	84.6%	87.3%
	Q.5	56.8%	60.3%	58.7%
	Q.6	56.5%	49.9%	49.2%
TOTAL TEST 6		63.0%	63.8%	62.9%
TOTAL: ALL TESTS		61.6%	59.5%	59.3%

1982 08 31

To The Chairman and Members,
The Education Management Committee,
The Board of Education for
the City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: CORE FRENCH PROGRAMME -- ELEMENTARY SCHOOLS

In 1980-81, the Board of Education began French language instruction for Grade 6 pupils. At that time, the trustees were interested in determining the impact of this programme on the learning of French in elementary schools. They directed that reports be submitted to the Board in September of subsequent years until 1984.

This interim report provides a synopsis of the Grade 6 student experience and describes the objective evaluation procedure to measure the effect on student learning at the end of Grade 8.

The reaction of students, teachers, principals and parents to the introduction of French instruction at the Grade 6 level continues to be very favourable. Teachers are particularly pleased with the enthusiasm of their students.

The programme in Grades 6 and 7 focuses on experiences in which language and activity become one. As soon as the students have a grasp of new language patterns and vocabulary items, they begin to apply them in a rich and imaginative series of language activities. These activities involve the students in all skill areas - listening, speaking, reading and writing. Programme content is based upon the basic concepts and skills students have already developed in mathematics, science, social studies, music, art and physical education. Structural content is based upon the ministry guideline "French: Core Programs, 1980".

To provide one measure of the impact of this programme, Mr. M. Kenney, Supervisor of Languages, designed six equivalent tests, each having six questions, for use with Grade 8 pupils in June each year. The tests have been administered to the Grade 8 pupils of June, 1981 and June, 1982. Both of these groups of pupils received French instruction in Grades 7 and 8 only and they will serve as the comparative or control group for the study.

The first group of children to have received the expanded French language instruction programme will be in Grade 8 in June, 1983. It is expected that these pupils will be tested at that time. During the summer of 1983, the Research Services Department will tabulate and analyze the results of the three years of testing. Also, during the summer of 1983, a preliminary report will be prepared on the test results for the use of the Superintendent of Curriculum and Special Services.

.../2

Several reservations concerning the report of the summer of 1983 must be considered. First, although the groups of students who write these tests are large (over 12,000 items attempted by over 2,000 pupils each year: 33 different items, 6 items per pupil), it must be stated that a review of more than one year of the programme should be used to take into account variation of the ability levels of groups of pupils from year to year. Secondly, the programme of instruction has a large component of oral work which is not tested in this evaluation. The cost in terms of both time and money of an assessment of the oral component of the French language core programme was reviewed by senior officials of the Board in the spring of 1981 and was considered to be prohibitive.

Prepared by: J. Hill, Supervisor of Curriculum & Instruction, (Languages)
O. Jackson, Supervisor of Research Services

Submitted by: C. McKague, Superintendent of Curriculum & Special Services

Approved by: A. Krever, Director of Education

Education Centre,
Hamilton, Ontario
1981 09 21

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: EVALUATION OF THE CORE FRENCH PROGRAMME - GRADE 6

During the 1980-81 school year, Core French became a new component of the grade 6 curriculum. In order to arrive at a preliminary evaluation of this programme, principals were asked to respond to Mr. John Hill, Supervisor of Curriculum and Instruction (Languages) by September 17, 1981, regarding general impressions of staff and students to Core French in grade 6. They were asked to indicate their responses under four headings. Excerpts of Mr. Hill's summary report are attached. In all categories, responses were extremely positive.

As well, students of one grade 6 class completed a questionnaire and these results were forwarded to Mr. Hill. Students' responses were also extremely favourable to the programme as it was presented.

It appears from this evaluation that the introduction of Core French in grade 6 has had a very favourable effect. The reactions of the Core French teachers coincide with the comments from principals. However, the degree to which this earlier start will effect the students' skills cannot be determined until the students have reached the end of grade 8, since no solid statistical base for comparison would be available until that time.

It is recommended:

That this report be received for information.

Prepared by: John C. Hill, Supervisor of Curriculum & Instruction (Languages),
Marguerite Edge, Administrative Assistant

Submitted by: Clare G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

EXCERPTS FROM A MEMO
FROM J. C. HILL, SUPERVISOR OF CURRICULUM & INSTRUCTION (LANGUAGES)
TO C. G. W. MCKAGUE, SUPERINTENDENT OF CURRICULUM & SPECIAL SERVICES

SEPTEMBER 18, 1981

RE: EVALUATION OF THE CORE FRENCH PROGRAMME - GRADE 6

This report "speaks for itself". The comments are not those of the Supervisor of Languages; they are the exact words of the principals who responded. The principals were asked to indicate their general impressions under the following headings:

- attitude of Grade 6 students towards their French experience
- attitude of school staff to the introduction of French in Grade 6
- length of daily French period
- other comments and/or recommendations

Attitude of Grade 6 Students Towards Their French Experience

Positive (94.4%)

(17 out of 18 responses)

- enthusiastic from September to June.
- both the Grade 6 teacher and her student felt that they were now an integral part of the senior school
- many students, who did not expect to like it, did.
- many students found an academic strength in French but were generally weak academically (due to oral emphasis, fresh start, different teacher)
- (gr. 6 students are) less inhibited than Gr. 7's to try to use what they have learned
- less exuberant. Not considered too important.
- the attitude of the Grade 6 students is not significantly different from that of the Grade 7 and 8 students. If anything they are more receptive.
- parents commented favourably about the programme's introduction into the system at Grade 6.

Attitude of School Staff to the Introduction of French in Grade 6

Positive (88.9%)

(16 out of 18 responses)

- the Grade 6 homeroom teachers are pleased with this addition to our curriculum.
- no negative comments from staff
- enjoyed seeing pupils progress in French. Students asked their (homeroom) teachers to come into French class and observe conversations, hear a song.
- very supportive
- some felt too much time was being taken from the core subjects

Length of Daily French Period (20 minutes per day)

Positive (83.3%)

(15 out of 18 responses)

- twenty minutes per day is plenty at Grade 6 level (attention span would wane if longer).
- satisfactory at this grade level
- some activities were left incomplete due to lack of time during the day
- twenty minutes daily is just right at Grade 6

1983 09 30

To The Chairman and Members,
Education Management Committee,
Board of Education,
100 Main Street West,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Co-educational Vocational Facility

Renovations to Ainslie Wood Secondary School are proceeding on schedule and the co-educational facility, combining the students of Agnes Macphail and Ainslie Wood, is planned to open in September, 1984.

For the past two years, the Co-educational Facility Committee has met on a regular basis in order to ensure a smooth transition and to ensure that all curriculum needs will be met. The committee will continue to meet throughout the 1983-84 school year.

Although the committee has been able to resolve the various issues brought before it, it has been recommended that one issue, the naming of the facility, be brought to the Board for deliberation. The accompanying attachments represent the feelings of staffs of the two schools.

It would appear that there are four options which could be considered. These are as follows:

(a) Since the school is to be located on Ainslie Wood site, the school could retain its present name.

(b) The school could be re-named Agnes Macphail.

(c) Since the new facility represents the combining of two schools, the school could be re-named in order to accommodate the combination (e.g. Agnes Macphail - Ainslie Wood Secondary School).

(d) An entirely new name could be considered (e.g. Hamilton West Secondary School).

Prepared and
Submitted by: D. Rothwell, Area Superintendent of Education

Approved by: A. J. Krever, Director of Education

Attach.

AINSLIE WOOD SECONDARY SCHOOL

Hamilton, Ontario

May 26, 1983.

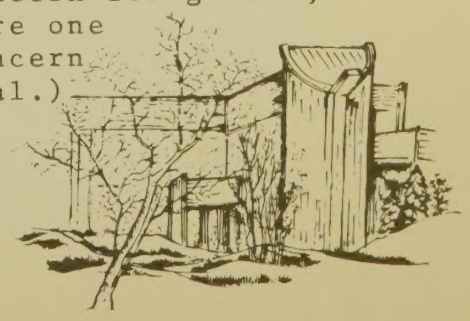
Mr. Don Rothwell,
Area Superintendent of Education,
The Board of Education for the City of Hamilton,
100 Main Street West,
Hamilton, Ontario.
L8V 3L1

Dear Don,

On behalf of the present staff of Ainslie Wood I am writing to you to let you know of our desire to retain the name Ainslie Wood (Secondary School) for our school for the changes in organization that will occur inside it beginning in September of 1984. We have two reasons to note to you.

Firstly, the name Ainslie Wood and the location of the school have a historical significance that has been part of Hamilton's tradition since the 1880's. I'm sure you realize the land on which Ainslie Wood sits was once part of a fine strip of picnic woodland owned by Colonel Robert Ainslie. (You may recollect Dr. Paikin, speaking at this year's Ainslie Wood graduation, referring to having been at picnics at Ainslie Wood as a boy.) One of my personal delights is seeing our students use our back campus for part of our Physical Education programme, and realizing that the exact same ground is pictured as part of Ainslie's Woods in the Hamilton history book, "Pardon My Lunchbucket". Don, we all feel it would be a shame to change the name of Ainslie Wood and lose this connection with Hamilton history. It is not merely a wood - it is Ainslie Wood.

Secondly, as an educational institution, Ainslie Wood has a tradition of concern for the growth of each individual student, regardless of any difficulties that might accompany that student to Ainslie Wood. This tradition of concern is more than the differing kinds of students who walk in the front door. The tradition of concern has been part of Ainslie Wood since the first day it opened, and it applies as much to the senior citizens that come to us two days a week, as it does to the immature fourteen year old boy who comes to us in September. Regardless of our clientele the tradition of concern for growth, and Ainslie Wood, mean the same thing. (I'm sure one of the building stores for this tradition of concern has been the contribution of its second Principal.)



Don, for some letters you let your business sense dictate a rather detached list of reasons for an action. However, for some letters you let your heart put to words what it feels. I'm sure you recognize the source of the content of this letter.

Yours truly,

Edward Lowrey

Edward Lowrey,
Principal.

EL/de

c.c. Ainslie Wood Staff

1983 06 08

Mr. D. Rothwell
Chairman
Co-educational Facility Committee

Dear Mr. Rothwell:

I wanted to put in writing the concerns I have shared at the Co-educational School Committee regarding a name change for the Co-educational Vocational Secondary School that will open in September, 1984.

It is unsettling news for any student to hear their school is closing. However, our students have been very positive in their feelings as the staff have stressed that this is a consolidation rather than a closing. Both schools are proud of their special traditions, and since it is a new community that is being created, I and my staff propose that the Co-ed school be given a new name.

This new community school should be allowed to develop its own style and values without the name of the former student body. If the new community school uses the name Ainslie Wood, I feel the girls would feel they were visitors in an already established boys' school. The boys would behave as if the girls had come to THEIR school. I think this is unfair to our young ladies whose school is being closed because neither Ainslie or Macphail are operating at capacity enrolment.

It appears that in the near future two other vocational schools may consolidate. And again, a girls' school may be the one closed.

Two suggested names have been given me which I would like to share with you. They are Ainslie-Macphail Secondary Vocational School and Hamilton West Secondary Vocational School.

Katherine R. Coltart

K. Coltart
Principal
Agnes Macphail Secondary School

c.c. Mr. A. J. Krever

1397 06 06

Mr. B. Rothwell
Chairman
Co-educational Facility Committee

Dear Mr. Rothwell:

I wished to put in writing the concerns I have shared at the Co-educational School Committee regarding a name change for the Co-educational Vocational Secondary School that will open in September, 1968.

It is unsettling when the age student is sure their school is closing. However, our students have been very positive in their feelings as the staff have discussed that this is a consolidation rather than a closing. Both schools are proud of their special traditions, and since it is a new community that is being created, I and my staff propose that the Co-ed school be given a new name.

This new community school should be allowed to develop its own style and values without the name of the former student body. If the new community school uses the name Mabelle Shea, I feel the girls would feel they were placing in an already established boys school. The boys would behave as if the girls had come to THEIR school. I think this is unfair to our young ladies whose school is being closed because neither Mabelle or Mechanic are operating at capacity enrollment.

It appears that in the near future two other vocational schools may consolidate. And Analytic Girls' School may be the one closed.

Two suggested names have been given me which I would like to share with you. They are Mabelle Murphy Secondary Vocational School and Hamilton West Secondary Vocational School.

E. Cahart
Principal
Agnes Murphy Secondary School

c.c. Mr. A. J. Kraver

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 10 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Karen Baetz, 1983 09 06 to 1983 11 30

Mrs. Leeanne Greenwood, 1983 09 21 to 1983 11 18 (3/6)

Mrs. E. Jean Spearin, 1983 09 06 to further notice (3/6)

(b) That Mrs. Debra Berry be returned from her Leave of Absence and assigned teaching duties effective 1983 11 21.

(c) That the request of Mrs. Jayne Elgie for a Maternal Leave of Absence, effective 1984 01 01 be granted in accordance with conditions governing Maternal Leave, and that this Leave be followed by a Leave of Absence for Personal Reasons until 1984 08 31.

(d) That approval be given for the loan of up to two members of the secondary school staff to the Department of National Defence, effective 1984 09 01 to 1986 08 31.

Associate Superintendent of Curriculum and Special Services

(a) That two secondary school teachers attend the "Connections Conference", dealing with learning modalities and reluctant learners, sponsored by O.S.S.T.F., to be held in Toronto, Thursday, 1983 12 01 to Saturday, 1983 12 03, and that each receive $225 towards the cost of registration and expenses.

(b) That up to three teachers attend the Teachers of English as a Second Language 11th Annual Conference to be held in Toronto, Friday, 1983 11 25 and Saturday, 1983 11 26, and that the registration fee of $50 each be paid.

The Education Centre,
120 Main Street West,
Hamilton, Ontario,
L8P 1H 2.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Personnel

(a) That the following teachers be appointed to the Occasional Staff, effective as above, with salaries according to schedule:

Miss Karen Ebers, 1983 09 06 to 1983 11 30.

Mrs. Leanne Firewood, 1983 09 21 to 1984 11 18 (Jim)

Mrs. E. Jean Moretin, 1983 09 06 to Jordan, Marie (A.O.)

(b) That Mrs. Doris Berry be returned from her leave of absence and assigned teaching duties effective 1983 11 21.

(c) That the request of Mrs. Jayne Eagle for a maternal leave of absence, effective 1984 01 01 be granted in accordance with conditions governing Maternal Leave, and that this leave be followed by a leave of absence for personal reasons until 1984 08 31.

(d) That approval be given for the loan of up to two members of the secondary school staff to the Department of National Defence, effective 1983 09 01 to 1984 08 31.

Associate Superintendent of Curriculum and Special Services

(a) Five new secondary school teachers attend the "Learnscapes Computer-Aided Writing with Learning Modalities and Reluctant Learners" conference, sponsored by O.S.I.S.T., to be held in Toronto, Thursday, 1984 12 01 to Saturday, 1983 12 03, and that each teacher pay the cost of registration and expenses.

(b) That up to ten other teachers attend the Teachers of English as a Second Language with Adult Conference co-ops held in Toronto, Friday, 1983 11 25 and Saturday, 1983 11 26, and that the registration fee of $30 each be paid.

Superintendent of Curriculum and Special Services:

(a) That one secondary school (composite) and one secondary school (vocational) principal attend the "National Association of Secondary School Principals' Annual Conference" to be held at Las Vegas, Nevada, Friday, 1984 02 03 to Tuesday, 1984 02 07, and that expenses be paid according to policy.

(b) That one secondary school (composite) teacher attend the "Connections Conference", dealing with learning modalities and reluctant learners, sponsored by O.S.S.T.F., to be held in Toronto, Thursday, 1983 12 01 to Saturday, 1983 12 03, and that $225.00 be paid towards registration and expenses.

(c) That two secondary school teachers of Family Studies attend the "Ontario Family Life Educators' Association Conference" to be held at Toronto, Friday, 1983 11 11, and that the registration fee of $30.00 each be paid.

(d) That one secondary school (composite) teacher attend the "Child and Adolescent Issues Conference" to be held at Toronto, Thursday, 1983 11 17 and Friday, 1983 11 18, and that the registration fee of $120.00 be paid.

(e) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school teacher to attend the "Microcomputers Timetabling Conference" at Hamilton, Wednesday, 1983 10 19, and that the registration fee of $30.00 be paid, be approved.

(f) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school teacher to attend the "Facets of Feminist Criticism Conference" at McMaster, Friday evening, 1983 10 28, and that the registration fee of $35.00 be paid, be approved.

(g) That six secondary school (composite) teachers of Business Education attend the "Ontario Business Education Association's Special Crossover Clinic" to be held in Toronto, Friday, 1983 11 11, and that the registration fee of $25.00 each be paid.

(h) That up to seven vocational secondary principals or assistants to the principal be permitted to attend the annual "Workshop Conference for Administrators of Basic and Modified Programs - Ministry of Education" to be held in Toronto, Monday, 1983 11 28 and that $40.00 each be paid towards registration and expenses. (Staff Development)

(i) That one secondary school (composite) vice-principal attend the "Multiply Your Effectiveness Workshop" to be held at Toronto, Monday, 1983 11 21 and Tuesday, 1983 11 22, and that $350.00 be paid towards registration and expenses.

(j) That three secondary school (vocational) teachers attend the "Ontario Horticultural Teachers' Association Conference" to be held at Toronto, Friday, 1983 11 18, and that $30.00 each be paid towards registration and expenses.

(k) That up to eight secondary school teachers attend the "Ontario Association for Geographic and Environmental Education Conference" to be held at Toronto, Tuesday, 1983 11 15, and that $25.00 each be paid towards registration and expenses.

(l) That two secondary school teachers attend the "Computer Display" to be held at Toronto, Tuesday, 1983 11 15, and that $10.00 each be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director

Superintendent of Curriculum and Special Services:

(a) That one secondary school (composite) and one secondary school vocational principal attend the "National Association of Secondary Schools Principals' Annual Conference" to be held in Las Vegas, Nevada, Friday, 1983 02 03 to Tuesday, 1983 02 07, and that expenses be paid according to policy.

(b) That one secondary school (composite) teacher attend the "Innovations Conference", dealing with learning modalities and computer learning, sponsored by O.S.S.T.F., to be held in Toronto, Tuesday, 1983 11 01 to Saturday, 1983 11 05, and that $225.00 be paid towards registration and expenses.

(c) That one secondary school teacher of family studies attend the "Ontario Family Life Educators' Association Conference" to be held at Toronto, Friday, 1983 11 04, and that the registration fee of $80.00 each be paid.

(d) That one secondary school (composite) teacher attend the "Child and Adolescent Issues Institute" to be held at Toronto, Thursday, 1983 11 17 and Friday, 1983 11 18, and that the registration fee of $115.00 be paid.

(e) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school teacher to attend the "Ontario Computer Literacy Conference" at Hamilton, Wednesday, 1983 10 19, and that the registration fee of $45.00 be paid, be approved.

(f) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school teacher to attend the "Ontario Teachers Initiative Conference" at Mississauga, Friday evening, 1983 10 28, and that the registration fee of $45.00 be paid, be approved.

(g) That six secondary school (composite) teachers of Business Education attend the "Ontario Business Education Association's Special Crossover Clinic" to be held in Toronto, Friday, 1983 11 11, and that the registration fee of $25.00 each be paid.

(h) That up to seven vocational secondary principals or assistants to the principal be permitted to attend the annual "Workshop Conference for Administrators of Basic and Modified Programs - Ministry of Education" to be held in Toronto, Monday, 1983 11 28 and that $40.00 each be paid towards registration and expenses. (staff development)

(i) That one secondary school (composite) vice-principal attend the "Multicultural Human Relations Workshop" to be held at Toronto, Monday, 1983 11 21 and Tuesday, 1983 11 22, and that $130.00 be paid towards registration and expenses.

(j) That three secondary school (vocational) teachers attend the "Ontario Continuing Teachers' Association Conference" to be held at Toronto, Friday, 1983 11 18, and that $10.00 each be paid towards registration and expenses.

(k) That up to eight secondary school teachers attend the "Ontario Associations for Geography and Environmental Education Conference" to be held at Toronto, Tuesday, 1983 11 15, and that $25.00 each be paid towards registration and expenses.

(l) That two secondary school teachers attend the "Computer Fluency" to be held at Toronto, Tuesday, 1983 11 15, and that $10.00 each be paid towards registration and expenses.

Respectfully submitted,

A. J. Craven,
Director

REPORT OF THE

COMMITTEE TO REVIEW SECONDARY SCHOOL ACCOMMODATION

ACCOMMODATION NEEDS FOR THE UPPER CITY

Present: Mrs. Mary Caye Clarke (Chairman)
Trustees Deans, Detwiler, Kennedy, and Lowe, Messrs. Kilby, Carruth and Walls (Secondary School Principals).

Also Present: Trustees Cunningham, Van Horne and Varrasso.

Officials Present: Mr. A. J. Krever (Director of Education)
Mr. J. Penner (Deputy Business Administrator)
Mr. A. Stockwell (Area Superintendent)
Mr. Wm. Millar (Area Superintendent)
Mr. O. Jackson (Supervisor - Research Services)

The Committee recommends:

PART I

1. That the secondary schools in the Upper City, due to improved enrolments, remain in operation and that they be monitored annually.

Respectfully submitted,

Mrs. Mary Caye Clarke,

Chairman.

Committee Room,
1983 10 25.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 10 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mr. Nicholas Milanetti, 1983 10 25 to 1983 12 02

Mrs. Darlene N. Owen, 1983 09 12 to 1983 10 21

(b) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mr. Michael Caslin, 1983 09 06 to 1983 10 18

Mrs. Catherine Drinan, 1983 09 06 to 1983 10 14

Mrs. Helen Senson, 1983 10 17 to 1984 03 16

(c) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1983 11 01:

Mrs. Marsha Randall

Mrs. Nancy Straitton

Mrs. Lois Tymoshuk

(d) That the requests of the following teachers for Leaves of Absence for Personal Reasons, effective as shown, be granted:

Mr. Lavern Howard, 1984 01 01 to 1984 12 31

Mrs. Joanne Solley, 1984 01 01 to 1984 08 31

(e) That the request of Mrs. Linda Munroe for a Maternal Leave of Absence, effective 1984 01 03 to 1984 04 29, be granted in accordance with conditions governing Maternal Leave.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustee Clarke (Chairman);
Trustees Baskin and Di Ianni; Mesdames Bishop, LaFrance, Masters and Tilbury; Drs. Jacobs, Nagler and Rosenbaum.

Also Present: Trustees Hicks, Mulholland and Van Horne;

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services),
Mrs. E. Pease (Administrative Assistant to the Director).

The Committee recommends:

GENERAL

1. That newsletters from all schools inform parents of the availability of the parents' guide "Procedures used in the Identification, Placement and Review of Exceptional Pupils, and Appeals."

PART II

1. That the Special Education Advisory Committee supports the recommendation of the Trainable Retarded Children's Advisory Committee that both the Trainable Retarded Children's Advisory Committee and the Special Education Advisory Committee be maintained until December, 1985, and at that time, the matter be reviewed.

Respectfully submitted,

M. C. Clarke,
Chairman.

Committee Room,
1983 10 26.

MINUTES OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustees Clarke (Chairman)
Trustees Gavin and St Landry Hoadgame Atkoo, Lafrance, Mazzia and Pilkey Cox, Jacobs, Maier and Rosenbaum.

Also Present: Trustees Bivona, Mulholland and Van Horne

Officials Present: Mr. A. J. Kraver (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. F. Bovaiche (Associate Superintendent of Curriculum and Special Services),
Mrs. E. Stone (Administrative Assistant to the Director).

The Committee recommends:

CARRIED

1. That newsletters from all schools inform parents of the availability of the parents' guide "Procedures used in the Identification, Placement and Review of Exceptional Pupils, and Appeals."

PART II

1. That the Special Education Advisory Committee supports the recommendation of the Trainable Retarded Children's Advisory Committee that both the Trainable Retarded Children's Advisory Committee and the Special Education Advisory Committee be maintained until December, 1983, and at that time, the matter be reviewed.

Respectfully submitted,

M. C. Clarke,
Chairman.

Committee Room,
1983 10 26.

(f) That the requests of the following teachers for Maternal Leaves of Absence be granted in accordance with conditions governing Maternal Leave and that these Leaves be followed by Leaves of Absence for Parental Reasons, effective as shown:

Mrs. Katherine Pelletier, 1984 01 01 to 1984 08 31

Mrs. Rebecca Post, 1984 01 01 to 1985 08 31

(g) That the effective dates of the Maternal Leave of Absence granted to Mrs. Diana Reynolds at the September Meeting be changed to become effective 1984 10 19 to 1984 03 16.

(h) That Mrs. Pamela Rogers-Holinaty be transferred from the Probationary Staff to the Permanent Staff, effective 1983 10 03.

(i) That the request of Mr. Steven F. Stark for a Release from Contract, effective 1983 10 19, be granted.

(j) That the timetables of the following teachers be changed from half-time to full-time, effective as shown:

Mrs. Gail Higson, 1983 09 16

Mrs. Debra Simpson, 1983 10 11

Mrs. Marilyn Thompson, 1983 09 16

(k) That approval be given for the loan of up to two members of the elementary school staff to the Department of National Defence, effective 1984 09 01 to 1986 08 31.

Superintendent of Curriculum & Special Services:

(a) That one teacher attend the "Kids and Curriculum Conference" to be held at Toronto, Thursday, 1983 11 17 and Friday, 1983 11 18, and that the registration fee of $95.00 be paid.

(b) That the action of the Superintendent of Curriculum and Special Services in permitting four teachers of Music to attend the "Kodaly Music Conference" at London, Ontario, Friday, 1983 10 28 and Saturday, 1983 10 29, and that the registration fee of $55.00 each be paid, be approved.

(c) That one principal attend the "Ontario Principals' Association Fall Conference" to be held at Toronto, Thursday, 1983 11 24 and Friday, 1983 11 25, and that $90.00 be paid towards registration and expenses.

(d) That Primary Consultant Betty Coombs be granted a two-week leave of absence at the request of Addison-Wesley Publishers Limited. It is understood that Mrs. Coombs will be working with a team of consultants on development of child-centred, experiential learning materials; her salary and fringe benefits will be paid by Addison-Wesley; salary and related expenses for personnel support for the Primary Department will also be provided by the publisher.

(e) That the action of the Superintendent of Curriculum and Special Services in permitting one teacher to attend the "Environment Canada Conference" to be held at the Hamilton Convention Centre, Thursday evening, 1983 10 27 and Friday, 1983 10 28 at no cost to the Board, be approved.

(f) That the requests of the following teachers for Maternal Leave of Absence be granted in accordance with conditions governing Maternal Leave and that these leaves be followed by Leaves of Absence for Personal Business, effective as shown:

Mrs. Katherine Pollmeier, 1984 01 01 to 1984 08 31

Mrs. Barbara Kent, 1984 01 01 to 1985 08 31

(g) That the effective date of the Maternal Leave of Absence granted to Mrs. Maria Kyprianou at the September meeting be changed to become effective 1983 10 17 to 1984 04 16.

(h) That Mrs. Pamela Rogers-Rattigry be transferred from the Probationary Staff to the Permanent Staff, effective 1983 10 03.

(i) That the request of Mr. Steven F. Stark for a Release from Contract, effective 1983 10 19, be granted.

(j) That the timetables of the following teachers be changed from full-time to full-time, effective as shown:

Mrs. Gail Hixson, 1983 09 16

Mrs. Debra Simpson, 1983 10 11

Mrs. Marilyn Thompson, 1983 09 16

(k) That approval be given for the loan of up to two members of the elementary school staff to the Department of National Defence, effective 1984 09 01 to 1986 06 [illegible].

Superintendent of Curriculum & Special Services:

(a) That one teacher attend the "Kite and Curriculum Conference" to be held at Toronto, Thursday, 1983 11 17 and Friday, 1983 11 18, and that the registration fee of $95.00 be paid.

(b) That the action of the Superintendent of Curriculum and Special Services in permitting four teachers of Music to attend the "Orbit Music Conference" at London, Ontario, Friday, 1983 10 28 and Saturday, 1983 10 29, and that the registration fee of $45.00 each be paid, be approved.

(c) That one principal attend the "Ontario Principals' Association Fall Institute" to be held at Toronto, Thursday, 1983 11 24 and Friday, 1983 11 25, and that $90.00 be paid towards registration and expenses.

(d) That Primary Consultant Betty Combs be granted a two-week leave of absence at the request of Addison-Wesley Publishers Limited. It is understood that Mrs. Combs will be working with a team of consultants on development of child-centered, experiential learning materials; her salary and fringe benefits will be paid by Addison Wesley; salary and related expenses for personnel support for the Primary Department will also be provided by the publisher.

(e) That the action of the Superintendent of Curriculum and Special Services in permitting one teacher to attend the "Enrichment Canada Conference" to be held at the Hamilton Convention Centre, Thursday evening, 1983 10 27 and Friday, 1984 10 28 at no cost to the Board, be approved.

(f) That up to eight teachers attend the "Ontario Association for Geographic and Environmental Education Conference" to be held at Toronto, Tuesday, 1983 11 15, and that $25.00 each be paid towards registration and general expenses.

(g) That three teachers attend the "Computer Display" to be held at Toronto, Tuesday, 1983 11 15, and that $10.00 each be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Trustee M. Baskin (Chairman),
Trustees Paikin and Di Ianni, Messrs. Daly and Hamel; Dr. Jacobs.

Also
Present: Trustees Clarke and Van Horne.

Officials Present: Mr. A. J. Krever (Director of Education)
Mr. J. Penner (Deputy Business Administrator)
Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services)
Miss W. MacLaren (Special Education Department)
Mr. A. J. Molineux (Assistant to the Business Administrator)

The Committee Recommends:

PART II

1. That both the Trainable Retarded Children's Advisory Committee and the Special Education Advisory Committee be maintained until December, 1985, and at that time, the matter be reviewed.

Respectfully submitted,

Mrs. Marjorie Baskin

Chairman.

Committee Room,
1983 10 24.

1983 11 01

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton.

Ladies and Gentlemen:

RESULTS: CANADIAN HEALTH KNOWLEDGE SURVEY
QUEEN'S UNIVERSITY

At the September 1982 meeting of the Board of Education for the City of Hamilton, permission was granted to survey Hamilton students regarding their knowledge in health. A summary of the major points of their findings follows.

This summary describes a study conducted in 1982-83 by the Social Program Evaluation Group of Queen's University and designed to determine what young Canadians know about health living. The purpose of the study was to provide a solid base of information which would suggest further initiatives to be taken to improve the health knowledge of our young people.

Three representative age groups, (9, 12 and 15 year olds) participated in the study. A total of 28,905 students from these age groups completed the surveys. The chart below indicates the percentage of correct responses for each group.

NATIONAL SCORES

Grade 4 (age 9)	Grade 7 (age 12)	Grade 10 (age 15)
58.2%	52.9%	49.1%

These percentages indicate:

(i) a real need for increasing the nation's basic health concepts;

(ii) that Grade 10 students scored the lowest; many of these students, therefore, are approaching adulthood without the necessary knowledge for healthy living.

A sufficient range of general health topics was lacking at each grade division.

(i) Grade 4: knowledge was lacking in nutrition, dental health, and safety education.

(ii) Grade 7: knowledge was lacking in nutrition, drugs, fitness, first aid, mental health and human growth and development.

(iii) Grade 10: knowledge was lacking in alcohol education, communicable diseases, drugs, human sexuality, non-communicable diseases (cancer) and fitness.

The researchers' analysis indicates a difference in knowledge between boys and girls in the following areas:

(i) Girls scored slightly higher than boys at all three grade levels.

(ii) Girls obtained higher scores on the topics of Human Growth and Development and Human Sexuality. Other topics where their scores were higher but where the differences were not as great include: Mental Health, Drugs, Personal Health and Consumer Health and Nutrition.

(iii) Boys scored higher on smoking and safety education.

(iv) Both sexes tended to score higher on those topics that have a culturally related sex bias.

PLEASE NOTE:

The analysis of a health knowledge survey which was conducted by Research Services in the spring of 1983 is nearing completion. A report will be made to the Board in December.

Recommendation:

That the Board of Education for the City of Hamilton receive this summary of the Canada Health Knowledge survey for information only.

Prepared by: D. Calder, Supervisor of Physical and Health Education

Submitted by: C. McKague, Superintendent of Curriculum and Special Services

Approved by: A. Krever, Director of Education

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1983 12 06

Confirmation of the minutes of the last regular and special meeting of 1983 11 08.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Formation of Ad Hoc Committees for 1984:
   (a) Ontario BiCentennial Committee
   (b) Name Search Committee
   (c) Consolidation Policy Committee
   (d) Identification, Placement and Review Committee.

3. Accommodation Report.

4. Report on French Immersion.

5. Study of Health Education programmes.

6. ALSBO Computer-Based Learning Materials Project.

7. Report of the Supervised Alternative Learning For Excused Pupils Committee.

8. Report of the Special Education Advisory Committee.

PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Microcomputers requested by Trustee Baskin at November E.M.C. 1983 11 01.

2. Presentation from C. Blizzard - re: Semestering at Westdale Secondary School.

3. Report from the Officials - re: Response on Semestering (referred from November Board 1983 11 10).

4. Report of the French Language Advisory Committee (tabled at last meeting).

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Overseas Trips for Students.

3. Industry Education Council - Marketer of the Year.

4. Analysis of Athletic Therapists.

5. Report of the French Language Advisory Committee.

6. Report of the Special Education Advisory Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Director's Accommodation Report re: Norwood Park School (referred from November Board - 1983 11 10).

2. Report from the Officials re: Microcomputers requested by Trustee Baskin at November E.M.C. 1983 11 01.

NEW BUSINESS

1. Recommendations of the Director of Education.

2. Hamilton Principals' Association - Overseas Conference.

3. Report of the Trainable Retarded Children's Advisory Committee.

4. Report of the Special Education Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1983 12 01

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the NASE Pre-Convention Institute, Wednesday, 1984 02 22 and Thursday, 1984 02 23 and the Annual Convention of the American Association of School Administrators to be held at Las Vegas, Friday, 1984 02 24 to Monday, 1984 02 27, and that registration and expenses be paid according to policy.

(b) That an Area Superintendent attend the Ontario Council for Leadership in Educational Administration Program #27, "Problem Solving and Decision Making", to be held at Toronto, Sunday, 1984 02 12 to Tuesday, 1984 02 14, and that the registration fee and incidental expenses be paid. (Staff Development)

(c) That an Area Superintendent attend "The Management Program" sponsored by the University of Western Ontario and the Ontario Association of Education Administrative Officials, to be held at London, Sunday, 1984 03 18 to Friday, 1984 03 23, and that the registration fee and expenses be paid according to policy.

(d) That an Area Superintendent attend the Ontario Council for Leadership in Educational Administration Program #19, "Performance Appraisal For Professional Growth For Teachers & Principals", to be held at Toronto, Thursday, 1983 12 08 and Friday, 1983 12 09, and that the registration fee and incidental expenses be paid. (Staff Development)

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Mathematics attend the "Annual Meetings of the National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics, as a presenter, to be held at San Francisco, Ca., Monday, 1984 04 23 to Saturday, 1984 04 28, and that the registration fee and expenses be paid according to policy.

(b) That one Computer Studies Consultant attend the "How to Create a Logo Learning Environment Conference" to be held at Toronto, Friday, 1984 02 24 and Saturday, 1984 02 25, and that $280 be paid towards registration and expenses.

(c) That one Computer Studies Consultant attend the "Integrating Microcomputers in the Elementary School Conference" to be held at Toronto, Friday, 1984 01 27 and Saturday, 1984 01 28, and that $280 be paid towards registration and expenses.

(d) That the Supervisor or Consultant of Physical and Health Education attend the "Ontario Association of Supervisors of Physical and Health Education Conference" to be held at Toronto, Monday, 1984 01 30 and Tuesday, 1984 01 31, and that $125 be paid towards registration and expenses.

(e) That the Supervisor of Business Education attend the "Ontario Association of Business Education Co-ordinators' Annual Conference" to be held at Toronto, Thursday, 1984 01 26 and Friday, 1984 01 27, and that the registration fee of $75 be paid.

(f) That the Supervisor of Media Services attend the "Ontario School Library Association Conference and Pre-Conference" to be held at Toronto, Friday, 1984 02 03 to Sunday, 1984 02 05, and that the registration fee of $120 be paid.

Superintendent of Operations

(a) That the resignation of Mrs. Gladys Patch, who is retiring on superannuation effective 1984 08 31, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

(c) That one Computer Studies Consultant attend the "Intergrating Microcomputers in the Elementary School Conference" to be held at Toronto, Friday, 1984 01 27 and Saturday, 1984 01 28, and that $180 be paid towards registration and expenses.

(d) That the Supervisor or Consultant of Physical and Health Education attend the "Ontario Association of Supervisors of Physical and Health Education Conference" to be held at Toronto, Monday, 1984 01 30 and Tuesday, 1984 01 31, and that $125 be paid towards registration and expenses.

(e) That the Supervisor of Business Education attend the "Ontario Association of Business Education Co-ordinators' Annual Conference" to be held at Toronto, Thursday, 1984 01 26 and Friday, 1984 01 27, and that the registration fee of $175 be paid.

(f) That the Supervisor of Media Services attend the "Ontario School Library Associations Conference and Pre-Conference" to be held at Toronto, Friday, 1984 02 03 to Sunday, 1984 02 05, and that the registration fee of $120 be paid.

<u>Superintendent of Operations</u>

(a) That the resignation of Mrs. Sandra Tucker, who is retiring as superintendent effective 1984 06 31, be accepted with regret, and that she be commended for gratuity in accordance with the Board's plan.

Respectfully submitted,

A. J. Krause,
Director of Education.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1983 12 06

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: 1984 Accommodation Report

The Accommodation Committee has been working for the past four weeks on the initial stages of development related to the 1984 Accommodation Report. As you are well aware, the Report depends on September 30th enrolment reports from the schools and an earlier commencement of the analysis is therefore impossible.

The deliberations of the Committee have now reached a stand-still in that there has not been a resolution for some of the recommendations of the previous report. These decisions have a major impact on the future resolution of the accommodation situation on the mountain.

It is therefore respectfully requested that the administration be given permission to submit the 1984 Accommodation Report in January instead of the regular December submission timeline as detailed in the consolidation of school closing policy.

Prepared and submitted by: A. J. Krever,
Director of Education.

-as

1983 12 06

To The Chairman and Members,
Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

RE: THE FRENCH IMMERSION PROGRAM

A: BACKGROUND

ORIGINAL GOALS OF THE FRENCH IMMERSION PROGRAM (1975)

* To realize the educational goals set forth by the Hamilton Board of Education,
* To provide students with the best opportunity to develop basic skills and to enjoy rich educational experiences, and at the same time,
* To develop an ability in French at a level that permits them:
  (1) to communicate easily with French-speaking people,
  (2) to continue their educational and professional development in French or English,
  (3) to find a job that requires French or English or a combination of the two languages.

NOTE: The goals here outlined are intended to enable a student to be bilingual by the time his or her secondary education is successfully completed.

HAMILTON'S PROGRAM ORGANIZATION

Senior Kindergarten	French 100%
Grade 1	French 100%
Grade 2	French 90%, English 10%
Grade 3	French 80%, English 20%
Grade 4	French 70%, English 30%
Grade 5	French 60%, English 40%
Grade 6, 7, 8	French 50%, English 50%
Grade 9, 10	French 40%, English 60%
Grade 11, 12, OAC	In planning stages

B: THE SECONDARY PROGRAM

"GUIDING PRINCIPLES"

1. Original goals (1975)

2. To provide instruction in French for three courses in grade 9 and three courses in grade 10. (Board of Education approval - Oct. 20, 1981).

3. To build program primarily on the basis of "required courses" so that French Immersion students have the same options and opportunities as other students:

   - Technical Education
   - Business Education
   - Music, Visual Arts, Dramatic Arts
   - additional languages
   - etc.

4. To build a program in grade 9 and 10 which respects, consolidates and extends the French Immersion sequence in the middle school (grades 6, 7, 8).

FRENCH IMMERSION COURSE SEQUENCE - INTERMEDIATE DIVISION

Grade	6	7	8	9	10
	FR	FR	FR	FR151 F	FR251 F
	MA	MA	MA	HY151 F	MA251 F
	HY	HY	HY	SC151 F	GE151 F
	GE	GE	GE		
		SC			

Code: FR - Français (not Core French)
MA - Mathematiques
HY - Histoire
GE - Géographie
SC - Sciences

SOME OBSERVATIONS

* Starting in grade 5, Science is a bilingual experience:

  Grade 5 - French
  Grade 6 - English
  Grade 7 - French
  Grade 8 - English
  Grade 9 - French

* Mathematics becomes a bilingual subject at the end of grade 8:

  Grade 1-8 - French
  Grade 9 - English
  Grade 10 - French

* All secondary school French Immersion courses follow the same course outlines as their English-language counterparts (with the exception of Français which is a unique French Immersion course.

B. THE SECONDARY PROGRAM

"QUEBEC PERSPECTIVES"

1. Original goals (1975)

1. To provide instruction in French for three courses in grade 7 and three courses in grade 10. (Board of Education approval - Oct. 20, 1971).

2. To build program primarily on the basis of "capsules courses" so that French immersion students have the same options and opportunities as other students:

- Technical Education
- Business Education
- Music, Visual Arts, Dramatic Arts
- additional languages
- etc.

3. To build a program in grade 9 and 10 which reconcile, consolidates and extends the French immersion sequence in the middle school (grades 6, 7, 8).

FRENCH IMMERSION COURSE SEQUENCE - UNIVERSALITY MINISTRY

Grade	6	7	8	9	10
	FR	FR	VA	FR131 F	FR231 F
	MA	MA	MA	MA131 F	MA231 F
	HY	HY	HY	HY131 F	HY231 F
	GE	GE	GE		
		SC			

Code: FR - Francais (non core French)
MA - Mathematique
HY - Histoire
GE - Geographie
SC - Science

SOME OBSERVATIONS

* Starting in grade 7, Science is a bilingual experience:

Grade 5 - French
Grade 6 - English
Grade 7 - French
Grade 8 - English
Grade 9 - French

* Mathematics becomes a bilingual subject at the end of grade 8:

Grade 1-8 - French
Grade 9 - English
Grade 10 - French

* All secondary school French immersion courses follow the same course outlines as their English-language counterparts (with the exception of Francais which is a unique French immersion course.

C: FRENCH IMMERSION - GRADE 9 COURSE DESCRIPTIONS

FRANÇAIS

FR151 F Français

This course aims to increase the mastery of the oral and written language, expanding vocabulary and grammatical knowledge and refining oral and written skills. Students will also study French and French-Canadian literature through songs, poems, short stories novels and plays. Personal reading will be emphasized. (Grade 8 French Immersion or its equivalent.)

FR151 F Français

Ce cours a comme buts le perfectionnement des habiletés orales et écrites et l'enrichissement du vocabulaire. On exposera l'élève à la littérature française et canadienne à l'aide de la poésie, du roman, du théâtre et de la chanson. La lecture personnelle sera fortement encouragée. (Grade 8 French Immersion or its equivalent.)

HISTOIRE

HY151 History: Canada Today

This course studies modern Canadian history, 1900- 1980. Topics covered are: Laurier, World War I, the Roaring Twenties, The Depression, World War II, Contemporary Events, Civics.

HY151 F Histoire: Le Canada Moderne

Ce cours présente l'histoire moderne du Canada, 1900-1980. On étudiera les sujets suivants: Laurier, la première guerre mondiale, les années vingt, la crise économique, la deuxième guerre mondiale, nouvelles contemporaines, instruction civique. (Grade 8 French Immersion or its equivalent.)

SCIENCES

SC151 General Science

An introductory course in General Science which is designed to provide an advanced level treatment of the physical properties of matter, the chemical composition of matter, and the properties of living things. This course should normally be taken by those students who have selected EN151 and/or MA151 as their English and Mathematics options.

SC151 F Sciences

Un cours préparatoire en sciences générales qui traite des propriétés physiques des matières, de leur composition chimique, et qui traite aussi de la biologie. A travers des expériences dans le laboratoire on développe la nature interdisciplinaire de ce programme. (Grade 8 French Immersion or its equivalent.)

C. FRENCH IMMERSION - GRADE 8 COURSE DESCRIPTIONS

LANGUAGES

FRN1 8 Français

Cette course aide-to lorsque son maîtrise du mot and écrivain langage, grammaire vocabulaire and grammatical vocabulaire and writing, oral and written skills. Students will also study French and French-Canadian literature through novels, drama, short stories, poetry and plays. Personal reading will be encouraged. (Grade 8 French Immersion or its equivalent.)

FRN1 8 Français

Ce cours a comme but le perfectionnement des habiletés orales et écrites et l'enrichissement du vocabulaire. On emploiera l'ouvrage Français et la littérature française et canadienne à l'aide de la poésie, du roman, des textes et de la drama. La lecture personnelle sera fortement encouragée. (Grade 8 French Immersion or its equivalent.)

HISTORY

HIS1 History Canada Today

This course studies modern Canadian history, 1900- 1980. Topics covered are: Laurier, World War I, the Roaring Twenties, The Depression, World War II, contemporary events, Civics.

HIS1 8 Histoire: le Canada Moderne

Ce cours présente l'histoire moderne du Canada, 1900-1980. On étudiera les thèmes suivants: Laurier, la première guerre mondiale, les années vingt, la crise économique, la deuxième guerre mondiale, nouvelles environnementales, instruction civique. (Grade 8 French Immersion or its equivalent.)

SCIENCE

SCI1 General Science

An introductory course in general science which is designed to provide an average level treatment of the physical properties of matter, the chemical composition of matter, and the properties of living things. This course should normally be taken by those students who have selected SCI1 and/or MAT1 as their English and Mathematics options.

SCI1 8 Sciences

Un cours préparatoire en sciences générales qui traite des propriétés physiques des matières, de leur composition chimique, et des êtres vivants de la biologie. A travers des expériences dans le laboratoire on développe les habiletés nécessaires de ce programme. (Grade 8 French Immersion or its equivalent.)

D: SUMMARY OF AN EVALUATION OF THE FRENCH IMMERSION PROGRAM FOR THE YEAR 1982-83

(see Appendix A)

An Annual Report After Eight Years of the Program

During the past eight years, the French immersion program in Hamilton has grown from 50 kindergarten pupils and one teacher in September, 1975, to 681 students and 28 teachers at five schools in September, 1983. The Research Services Department has conducted a continuing evaluation of the French Immersion Program since its beginning in 1975. Tests of achievement, both in English and in French, and tests of mental ability have been administered each year in selected grades. Parents' opinions about the program were obtained by means of questionnaires in each of the first five years of the program, and again in the last two years. Grade six students' opinions were gathered in the last two years.

The responses to the questionnaires given to the grade six students and their parents in June, 1983, indicated that both groups are supportive of the French Immersion Program, and are generally satisfied with the progress made. Virtually all of the parents and students wish to see the French Immersion Program continue in secondary school, and many respondents have clear choices regarding appropriate subjects to be studied.

Mental ability, as measured on group tests, appears to be relatively stable. General mental and cognitive development seem to be unaffected by involvement in French immersion education. The French immersion pupils, as a group, are well above average in mental ability. The program seems to attract a high representation of very capable children. However, there is no evidence to suggest that children with average or below average ability achieve less well in an immersion program than they would in a regular class. It appears that the immersion program can be successful with a wide range of abilities.

The immersion pupils scored quite well on the achievement tests administered in English. The weakness in English spelling skills, which shows quite clearly at the grade two level, and to some extent at the grade four level, has disappeared completely before grade seven. The immersion student's results on the French comprehension tests have been generally satisfactory over the eight year span of the program. In 1982-83, the grade four and grade seven students achieved particularly good results on the French comprehension tests.

It is respectfully recommended:

That this report and evaluation on the French Immersion Program be received for information.

Prepared by: John Hill, Supervisor of Curriculum & Instruction (Languages)
Owen Jackson, Supervisor of Special Services (Research)

Submitted by: Clare G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/sb

1983 12 06

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City
of Hamilton.

Ladies and Gentlemen:

RE: THE HEALTH EDUCATION PROGRAM - A RESEARCH REPORT: RESULTANT PROGRAM DIRECTIONS

A) SUMMARY OF THE STUDY OF THE HEALTH EDUCATION PROGRAM OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

INTRODUCTION

Topics to be included in health education programs have received considerable attention for the past several years. Recognizing the public concern, trustees of the Hamilton Board of Education requested their senior officials to cause a study to be completed which would review this issue, among others, for this board. At the request of the Director of Education, the Research Department prepared questionnaires which were circulated to five groups of people as listed in the table below.

TABLE 1: THE RESPONDENTS

1.	Parents	320
2.	Elementary School Students	284
3.	Secondary School Students	1167
4.	Elementary School Teachers	222
5.	Secondary School Teachers	115
	TOTAL RESPONDENTS	2108

The questionnaires forwarded to the above groups requested respondents to indicate their feelings on the appropriateness of health education topics included in courses of study taught in Hamilton schools in 1982-83. In addition, students and teachers were asked if they were comfortable in the classroom while the topics were being taught. Also, students and parents were asked to provide additional suggestions for the use of trustees, senior officials, health education teachers and consultants. A further issue examined in this review was the teachers' perceived needs for in-service for themselves and their colleagues.

SUMMARY OF THE RESPONSES

I: PARENTS

This survey collected the opinions of three hundred and twenty parents concerning the health education programs received by their children in 1982-83. Parents were asked if the topics listed on the course of study prepared for their children were appropriate. Topics on the questionnaires were separated into a series based on grade level. In total, the series of questionnaires reviewed 207 topics. Parents gave strong approval to 100 of the topics, approval to 94 of the topics, and low approval to the remaining 13 topics. No topics were seen as neutral or not acceptable.

To the Citizens and Members
The Ethics and Management Committee,
The Board of Education for the City
of Toronto.

Ladies and Gentlemen:

re: THE HEALTH EDUCATION PROGRAM - A REQUEST BY PUBLIC SCHOOLS FOR AN ALCOHOLISM
PROGRAM

re: STUDY OF THE WORK OF THE HEALTH EDUCATION PROGRAM IN THE BOARD OF EDUCATION
FOR THE CITY OF TORONTO

INTRODUCTION

Topics to be included in health education programs have received considerable discussion for the past several years. Accompanying the public concern, primarily of the institution board of education commissioned three senior officials to pursue a study to be completed which would review what has been done, where we have been, at the request of the director of education, the research department prepared questionnaires which were circulated to the groups of people as listed in the table below.

TABLE 1. THE RESPONDENTS

1. Parents	370
2. Elementary School Teachers	304
3. Secondary School Teachers	317
4. Elementary School Principals	244
5. Secondary School Principals	141
TOTAL RESPONDENTS	1376

The questionnaires referred to the above groups requested respondents to indicate their feelings on the appropriateness of health education topics included in courses of study taught in elementary schools in Toronto. At adulation, students and teachers were asked if they were comfortable in the classroom while the topics were being taught. Also, students and parents were asked to provide additional suggestions for the use of teachers, health officials, health education teachers and consultants. A further aspect contained in this review was the students' perceived need for in-service the classroom and chair colleagues.

REPORT OF THE RESPONSE

a. Parents

This survey solicited the opinions of three hundred and twenty parents concerning the health education programs conducted by their children in 1973-74. Parents were asked if the topics listed on the survey of study required for their children were appropriate. Topics on the questionnaire were separated into a series based on grade level. In total, the series of questionnaires contained 207 topics. Parents gave strong approval to 188 of the topics, approval to 14 of the topics, and low approval to the remaining 11 topics. No topics were seen as neutral or not acceptable.

II: STUDENTS

The opinions reported in this section of the study on health education were gathered from one thousand, four hundred and fifty-one students. The questions asked of these students concerning the topics in the health education program were as follows:

(1) Was this topic covered in your class?
(2) If the topic was covered, was it helpful?
(3) If the topic was covered, were you comfortable discussing it with your classmates?

Students' responses on the issue of topic coverage indicated that some variability exists among the various programs offered in Hamilton Board of Education schools. Students' responses on this issue varied from a low of 41% to a high of 85% coverage of the course objectives. It must be expected that some students would not answer questions correctly on topic coverage making inter-topic comparisons somewhat less reliable than would be liked but it is clear that variability in course coverage does exist.

On the issue of the helpfulness of the topics covered, students who covered the topics indicated a high degree of support almost universally. Older students in grades ten, eleven and twelve are slightly less supportive but even they indicated at well over the 80% level that the topics are helpful in their personal lives. Younger students in grades seven, eight and nine were unequivocal in their support with most topics receiving "90% plus" endorsement.

Students were asked to report on the issue of personal comfort. Generally, most students indicated a very high degree of personal comfort. Very few students reported that they were uncomfortable and no one topic seemed to have a higher number of students reporting "uncomfortableness" than any of the other topics.

III: TEACHERS

Three hundred and thirty-seven teachers' opinions regarding the health education program are contained in this report. Opinions expressed by teachers seem to be consistent throughout the grades. These opinions are summarized in the following points:

Some variation in topic coverage is present in all grades. Whether the program covers three years (primary or junior grades), two years or one year (intermediate grades) topic coverage averages about 70%. Variations from school to school in programs provided to students may be attributable to teacher background, students' programs in previous grades, or perceived students' needs.

With a few exceptions, teachers are generally highly supportive of the topics included in the health program. Percentages of teachers indicating that the topics are very appropriate generally centre of 75% to 90%. A few topics are seen by 55% to 70% of the staff as appropriate and with this somewhat lower level of support some review of these parts of the program may be in order.

III: TEACHERS (continued)

It is very clear that teachers feel secure and comfortable in teaching the concepts of health education. In the whole report only rarely did a topic receive an indication that a teacher felt "not comfortable". In the large majority of the cases teachers either indicated that there was no problem with this issue or they ignored the issue completely.

As might be expected, given the high rate of "comfortableness" reported in point three above, teachers are not particularly supportive of additional in-service on a personal or staff-wide basis. Generally, less than 5% of the staff wish to receive this support.

IV: COMPARISONS OF OPINIONS CONCERNING HEALTH EDUCATION TOPICS

Numerical values, on a five point scale, were calculated for the appropriateness of secondary school health education topics as seen by parents, students and teachers separately for three groups of respondents: grade nine, grade ten, grade eleven and twelve. These average responses were compared using the Pearson Product-Moment Correlation Coefficient. Values of this statistic indicate that grade ten parents, students and teachers are of very similar opinions on the issues of health education topic appropriateness. Other groups in other grades have views which are not always in agreement.

B) PROGRAMME MODIFICATIONS

Rationale:

- It would appear that, in general, this Board has a sound health programme; themes and topics appear to be appropriately placed.
- The Canada Health Knowledge Survey - Queen's University and the Hamilton Health Survey both indicate a need for more emphasis on smoking, drug and alcohol education. It would appear that there is a continuing need for education on human growth and development, with parents placing emphasis on an integrated approach involving the physical, emotional and social factors.
- Aside from the surveys, concern has been expressed that a significant number of students may have little exposure to a sequential programme of health education in the secondary school since, even under O.S.:I.S. only one course in physical and health education is mandatory.
- Parents, while still supportive of the placement of the topics of human fertilization and animal fertilization, felt that this topic might better be taught in a late primary of early junior grade.
- It is our practice to review all curricula on a cyclic basis; the junior (grades 4-6) and senior (grades 11-13) were scheduled for revision immediately.

Action To Be Taken:

1. The Junior Division Health curriculum with grade specific content will be revised, taking into account the results of both surveys. It is expected that there will be increased emphasis on smoking, alcohol and drug education.

2. The emphasis currently placed on smoking, alcohol and drug education for the intermediate student will be increased. In-service and teaching resources will be augmented where needs dictate.

3. The Senior Division Health curriculum with grade specific content will be revised.

4. The findings from both surveys will be presented to and discussed with senior elementary as well as composite and vocational physical and health education teachers in December and January of this academic year.

5. We will begin to reduce the gap between the teacher-perceived needs of students and the needs as they are expressed in this survey by parents and students. This will be done through item four (above), and in-service.

6. Planning is well under way for a special health and physical education course at the intermediate (secondary) level, for those students who wish to take only one (the mandatory) course during their secondary years.

It is therefore, respectfully recommended:

That these reports be received for information.

Prepared by: O. Jackson, Supervisor, Research Services
D. Calder, Supervisor, Physical & Health Education

Submitted by: C. G. W. McKague, Superintendent, Curriculum & Special Services

Approved by: A. J. Krever, Director of Education.

1983 12 06

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

RE: A.L.S.B.O. COMPUTER-BASED LEARNING MATERIALS PROJECT

Last year, the Board of Education for the City of Hamilton joined with 10 other A.L.S.B.O. boards when it allocated $20,000 to a Computer-Based Learning Materials Project.

You will note in the accompanying materials "Appendix 'A'" that project submissions have been made, and 17 projects have been funded and are under way. One of those accepted was from a Hamilton teacher.

The expectation is that 17 first-rate software packages should be available to the 11 participating boards and the Ministry by the end of 1984.

It is respectfully recommended:

That this report be received for information.

Prepared and Submitted by: Clare G. W. McKague, Superintendent, Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

/sb

Eleven ALSBO boards and the Ministry of Education are taking part in a consortium to produce computer learning materials. A total of 17 projects have been funded. The resulting lessonware will be available to all boards by the end of 1984.

ALSBO COMPUTER-BASED LEARNING MATERIALS PROJECT

U P D A T E

J. K. Crossley - L. E. S. Green

Now that the first round of discussions with most authors has taken place, we thought it would be helpful to summarize in the first section of this information bulletin, some of the main technical* issues which come to light. In the second section, the names of the projects, authors and phone numbers are listed, so that groups working on similar problems can more easily get in touch with each other, if they wish.

*The portion on technical issues have not been included here; any trustee wishing to secure a copy should call the office of the Secretary and one will be placed in the locker.

II. LIST OF PROJECTS

TITLE	DIVISION	AUTHORS AND TELE. NOS.
1. ATLANTIC FISHING	Int.	Leslie, Mr. Don (416) 298-6960 (res.) 531-3571 (bus.) (Toronto Board)
2. B. C. LUMBERING	Int.	Buckley, Mr. John (416) 225-5379 (res.) 654-4513 (bus.) (Toronto Board)
3. BLOCKER	Jr.	Evans, Mr. Brad (613) 824-0999 (res.) Revell, Ms. E. (613) 820-1820 (bus.) (Carleton Board)
4. BUILD A BODY	Pr./Jr.	White, Ms. Sally (416) 421-7227 (res.) (East York Board)
5. CHEMICAL EQUILIBRIUM SIMULATION	Sr.	Robinson, Mr. Cameron (416) 845-8199 (res.) Peel Board)
6. COMMUNICATION SYSTEM SIMULATION	Int./Sr.	Lang, Ms. Debbie (416) 622-7846 (res.) (Peel Board)
7. ESSAY OUTLINER	Int./Sr.	Marmorek, Mr. Peter (416) 537-2379 (res.) 823-8600 (bus.) Watt, Ms. Wenda (416) 274-1051 (res.) 822-6700 (bus.) (Peel Board)
8. HEARTLAND ENTERPRISE	Int.	Goodfellow, Mr. Gib (416) 769-8400 (res.) 368-2676 (bus.) (Toronto Board)
9. IDEAL GAS SIMULATION	Sr.	Jhu, Ms. Genevieve P. M. Jhu, Mr. Ronald (416) 294-2116 (res.)

TITLE	DIVISION	AUTHORS AND TELE. NOS.
		Kilpatrick, Mrs. Minnie (416) 447-0419 (res.)
		Woodford, Ms. Patricia (416) 444-7939 (res.) (North York Board)
10. INFOSCHOOL	Jr./Int.	Ducker, Mr. David (416) 826-2077 (res.) 826-4974 (bus.)
		Hendrickse, Mr. James (416) 278-3959 (res.) 826-4974 (bus.)
		Nieradka, Ms. Margaret (416) 826-4489 (res.) 826-4974 (bus.)
		Sleightholm, Mr. Randy (416) 878-0801 (res.) 826-4974 (bus.)
		Weylie, Ms. Sylvia (416) 826-6840 (res.) 826-4974 (bus.) (Peel Board)
11. KEYBOARD SKILLS	Jr./Int.	Kryger, Ms. Marilyn (416) 429-0985 (res.) 656-1810 (bus.)
		Nakamura, Ms. Sue (416) 261-8165 (res.) 532-2874 (bus.) (Toronto Board)
12. MAP MANOEUVRE - MAKING AND USING MAPS	Pr./Jr./Int.	Ratsep, Mr. Carl (416) 261-1970 (res.) 425-7087 (bus.) (East York Board)
13. RECONCILING A CHEQUING ACCOUNT	Int./Sr.	Abramovitch, Mr. Arthur (613) 824-4917 (res.) (Ottawa Board)
14. SHAPE MATE	Jr./Int.	Collacutt, Mrs. Bonnie Collacutt, Mr. David O. (416) 859-4287 (res.) (Peel Board)
15. THAT'S LIFE - PLAN IT AND WATCH IT	Sr.	Brown, Mr. Douglas W. (519) 669-1427 (res.)

OVERVIEW
and
GUIDELINES

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)

A GUIDE FOR
PRINCIPALS AND PARENTS

Student Adjustment Services

The Board of Education for the

City of Hamilton

TABLE OF CONTENTS

STUDENT ADJUSTMENT SERVICES

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS

The Early School-Leaving Program was implemented in Hamilton in 1976 when the Education Act provided new directions for students who are 14 and 15 years old and of compulsory school age. At that time, it was recognized that some students were not able to profit from formal schooling and the early school-leaving alternative was formalized through new regulations.

The Early School-Leaving regulations were revised in August, 1983, and are now referred to as Supervised Alternative Learning for Excused Pupils (SALEP).

It has always been an objective of Adjustment Services to provide assistance and close monitoring to students and parents who choose this alternative. Our Special Needs Counsellor provides a valuable role in not only the supervison of approved programs, but also in the provision of a life skills and job search component to those studednts who have not been able to find employment.

This information is provided to schools to make staff, students and parents aware of the purpose of the program. For further information, please contact:

. Jennifer Long
Special Needs Counsellor
or
. Joseph Yurkiw, Secretary
Supervised Alternative Learning
for Excused Pupils Committee, and
Supervisor, Student Adjustment
Services

at 527-5092, Ext.368 (J. Long)
Ext.360 (J. Yurkiw)

OVERVIEW AND GUIDELINES

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS PROGRAM

Legislation

Supervised Alternative Learning for Excused Pupils legislation allows students at ages 14 and 15 to apply for alternatives to regular school attendance. Parents and students may apply for this alternative through the principal of the school in which the student is enrolled. (See Appendix I) If it is agreed that the Supervised Alternative Learning for Excused Pupils Program would serve in the best interest of the student, an application is completed and signed by principal and parent.

The Education Act, 1982, indicates that:

> "...the Minister may make regulations prescribing the conditions under which, and establishing the procedures by which, a child who is otherwise required to attend school ... and who has obtained the age of fourteen years may be excused from attendance at school ..."
>
> (Section 10, Subsection 7)

The student must have an alternative program in order to make application. A viable alternative may consist of any combination of the following:

- full/part-time paid employment or volunteer work
- continuing education (credit/general interest)
- correspondence course(s)
- part-time school program
- 4-6 week Job Search/Life Skills Program with Special Needs Counsellor (<u>temporary</u> alternative)

Once the application is completed and submitted to the Adjustment Services Department, the family and employer are contacted by the Adjustment and/or Special Needs Counsellor to obtain information that would be helpful to the SALEP Committee in making an appropriate decision. Where the placement area includes employment, it must not contravene:

- The Industrial Safety Act
- The Construction Safety Act, or
- The Worker's Compensation Act

Supervised Alternative Learning for Excused Pupils Committee

Regulations provide that a student who has applied to leave school early must attend a Board committee hearing (SALEP Committee) with parent/guardian in order to seek approval. These hearings are usually held once a month (more, if necessary) and parent and student are informed of the time and location by the Special Needs Counsellor. At this time, the alternative and other relevant information is presented to the Committee on behalf of the family by the Special Needs and/or Adjustment Counsellor. The SALEP Committee may wish to make changes or include certain conditions of release to the prescribed program (i.e. some form of continuing education is generally encouraged and recommended to the student).

The new appeal regulations state that, where a parent disagrees with the decision of the SALEP Committee, the parent may appeal in writing to the Secretary of the Committee. If the parent of the student disagrees with the further determination of the Committee to reject the application or to refuse to review its decision, the parent may appeal in writing to the Provincial School Attendance Counsellor.

The Provincial School Attendance Counsellor may inquire as to the validity of the parents' request and may recommend the student return to school; or, where satisfied, he may recommend the student be excused from attendance. A copy of his recommendation will be forwarded to the Board for reconsideration. The Board's SALEP Committee must reconsider the application in such cases, but will not necessarily change its decision.

Upon approval by the SALEP subcommittee, a Supervised Alternative Learning for Excused Pupils Document of Approval Form (or, in the case of the Job Search/Life Skills Program, an Interim Document of Approval) is completed in triplicate. The form is signed by the Chairman of the SALEP subcommittee and then by the parent/guardian and student. The form outlines the prescribed program and conditions of agreement. One copy of the approval form is given to the parent, one is sent to the principal of the school where the student is registered, and the remaining copy is retained by the Special Needs Counsellor. (See Appendices II and III)

Once the principal of the school receives the signed approval form, the student is maintained on the school register (marked "G") until he/she is no longer of compulsory school age, or terminates the contract, or returns to school. If the excused student fails to follow the program prescribed by the SALEP Committee or wishes to return to school, the student falls under the compulsory attendance regulations and the Committee is empowered to return the student to the regular school program.

The alternative, upon approval, is monitored by the Special Needs Counsellor, subject to the conditions previously outlined. Regular progress reports are forwarded to the parent whenever achievement reports are issued by the principal of the school where the student is enrolled.

Job Search/Life Skills

For the student who wishes to apply for the Job Search/Life Skills program as an alternative, it is the responsibility of the student or parent to contact the Special Needs Counsellor for an appointment. If the student is willing to meet the conditions of the Life Skills/Job Search program, following a hearing before the SALEP subcommittee and where Interim approval is granted, the student may be excused from school temporarily for a period of 4-6 weeks. (See Appendix III) The student is expected to work with the Special Needs Counsellor on a regular basis and to make every effort to conduct a daily job search. (See page 3 for further details.)

If, at the end of 4-6 weeks, student and counsellor have not developed a suitable alternative, the student is required to return to regular full-time school attendance. The student must be accepted back in school if he/she decides to return at an earlier date, or fails to show co-operation, interest or responsibility towards meeting the objectives of the program.

When the student and counsellor develop a program, it is to be presented for formal approval to the SALEP subcommittee at the next scheduled hearing.

Description of the Job Search/Life Skills Program

1. Student takes responsibility for making the first appointment with the Special Needs Counsellor.

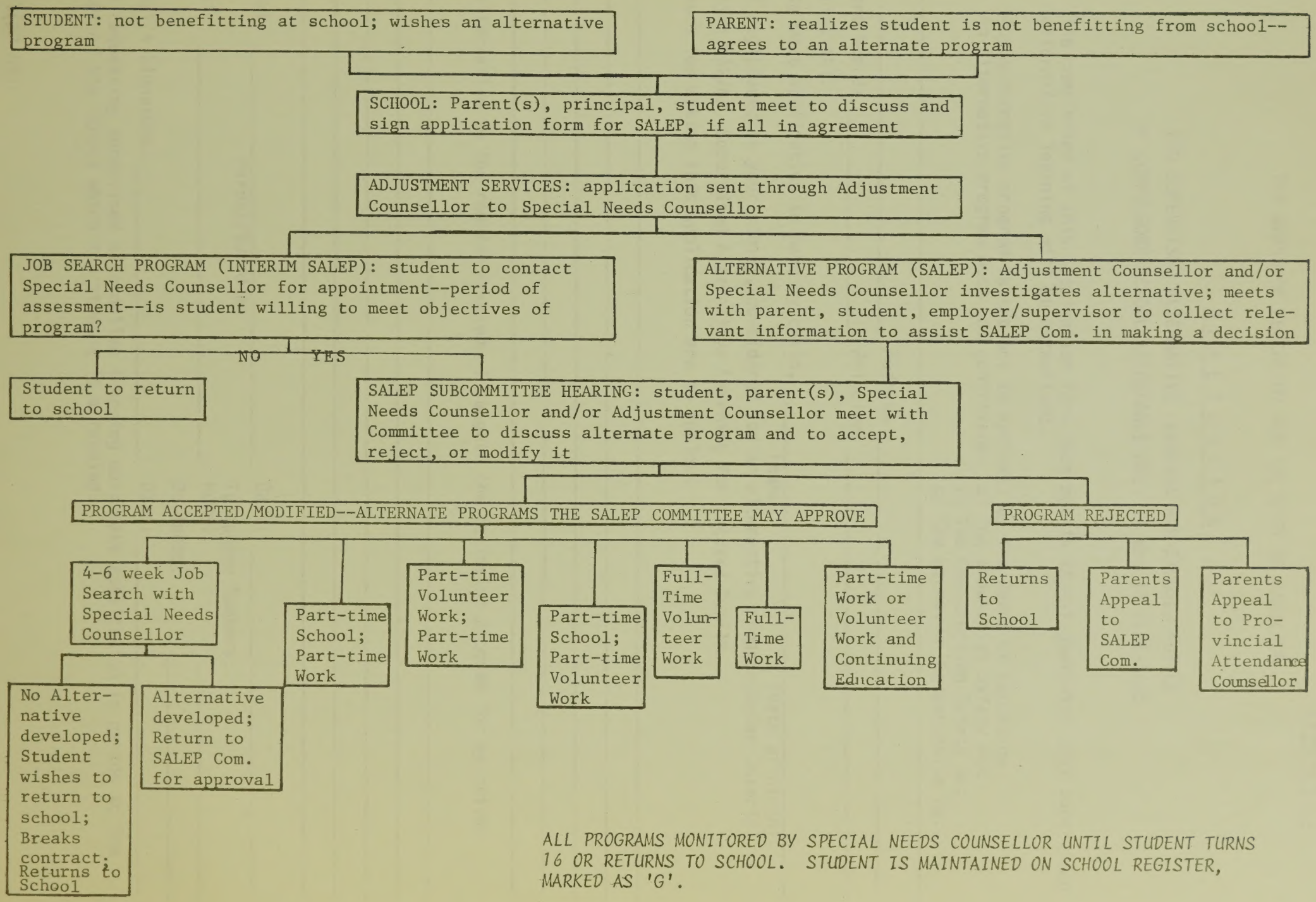
2. Screening/assessment: The student and counsellor establish a number of interviews before an alternative is brought to the SALEP subcommittee for interim approval --
   - is the student interested in the program and willing to meet its objectives?
   - does the student keep appointments?
   - does the student show responsibility for conducting a daily job search?

3. Student and parents are then required to attend a meeting with the SALEP subcommittee before interim approval (4-6 weeks) is granted.

4. The student is to meet twice weekly with the Special Needs Counsellor. Topics discussed may include:
   - questionnaire
   - development of personal inventory/history
   - assessing personal skills/strengths/weaknesses
   - job expectations
   - job skills & goal setting - in relation to:
     - job market
     - availability of employment
   - education/training
   - attitudes toward:
     - work/employers
     - self
     - peers
     - adults
     - family
   - promotion of individual skills
   - application forms/resumes/covering letters
   - methods of job search
   - interview skills and conduct
   - keeping the job

5. Group Life Skills program may be initiated as required. (Groups of 5-10 students in 4-6 week modules.)

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS--PROCEDURE



ALL PROGRAMS MONITORED BY SPECIAL NEEDS COUNSELLOR UNTIL STUDENT TURNS 16 OR RETURNS TO SCHOOL. STUDENT IS MAINTAINED ON SCHOOL REGISTER, MARKED AS 'G'.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

APPLICATION

FOR SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS
OF COMPULSORY SCHOOL ATTENDANCE AGE: 14 and 15 YEAR-OLDS

Note: The completion of this application form does not in itself guarantee that supervised alternative learning will be authorized.

Any alternative program is subject to approval by the Board of Education.
An alternative program must not contravene:
a) The Industrial Safety Act
b) The Construction Safety Act
c) The Worker's Compensation Act.

School _____ Address _____

Telephone Number _____ Principal _____

Dear Principal:

I hereby make application to have my child, _____ (name), _____ (date of birth)
a pupil registered in your school, considered for an alternative program under Ontario Regulation 532/83, Supervised Alternative Learning for Excused Pupils.

My reasons for making this application are as follows:

_____

_____

_____

_____

_____

As an alternative to the regular program, I suggest the following program for my child:

_____

_____

_____

_____

_____

Signature: _____ Date: _____
Parent/Guardian

Address: _____ Telephone Numbers:
Home: _____
Business: _____

Principal's Signature: _____ Date: _____

Parents requesting supervised alternative learning must make application in person to the Principal of the school which the student is attending.

HBE 2211(83-09)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
CURRICULUM AND SPECIAL SERVICES PANEL

AUTHORIZATION FOR RELEASE OF INFORMATION

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS: 14-15 YEAR-OLDS

I hereby authorize the Student Adjustment Services Department of the Curriculum and Special Services Panel, Board of Education for the City of Hamilton, to obtain and compile any relevant information which might be helpful in promoting an understanding of the needs of my son/daughter, _____.

I further authorize the Adjustment Services Department on behalf of the Board of Education to exchange relevant information with appropriate social, education or medical authorities.

_____	_____	_____
Witness	Date	Parent/Guardian

For identification purposes, please provide:

NAME: _____ DATE OF BIRTH: _____

FATHER: _____ MOTHER: _____

ADDRESS: _____ SCHOOL: _____

Student Adjustment Services
P.O. Box 558
527-5092, ext. 361

HBE 2212 (83-09)

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP) COMMITTEE
DOCUMENT OF APPROVAL

The Board of Education for the City of Hamilton hereby authorizes _____, a student of _____ School, to enter a program as approved by the Supervised Alternative Learning for Excused Pupils (SALEP) Committee, in accordance with Ontario Regulation 532/83, Supervised Alternative Learning for Excused Pupils.

Prescribed Program

The SALEP Committee has approved that _____ continue the prescribed program: _____ under the supervision of _____. The Committee also recommends that _____ _____.

REVIEW DATE _____

COMMITTEE MEMBERS _____

This alternative program will continue to be in effect, subject to the conditions listed below.

Conditions of Agreement

1. The student who is excused from attendance at school as determined by the Committee shall be REGISTERED as a full-time student until he/she is no longer of compulsory school age.

2. The student shall conform to the program as prescribed by the appropriate Committee of the Board of Education.

3. The parent or guardian shall advise the Special Needs Counsellor:
   a) if the student does not adhere to the prescribed program, and/or
   b) if there is any change in residence.

4. The student or guardian may apply in writing to the Secretary of the Board's Committee to alter the prescribed program.

5. The Special Needs Counsellor shall act as a liaison agent between the school, the student, and the placement area, and report to the Board's Committee from time to time regarding the progress of the student.

Signed: _____ Subcommittee Chairman

_____ Parent/Guardian

_____ Student

DATE: _____

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP) COMMITTEE

INTERIM DOCUMENT OF APPROVAL

The Board of Education for the City of Hamilton hereby authorizes _____, a student at _____ School, to enter a program as approved by the Supervised Alternative Learning for Excused Pupils Committee, in accordance with Ontario Regulation 532/83, Supervised Alternative Learning for Excused Pupils.

Prescribed Program

The SALEP Committee has approved that, as a temporary alternative to school, _____ be involved in a Life Skills/Job Search Program, under the supervision of the Special Needs Counsellor, Mrs. Jennifer Long. If _____ obtains employment, he/she may be formally excused from school attendance and legally employed.

REVIEW DATE _____

COMMITTEE MEMBERS _____

This alternative program will continue to be in effect for a period of 4-6 weeks, subject to the conditions listed below.

Conditions of Agreement

1. The student who is excused from attendance at school as determined by the Committee, shall be registered as a full-time student until he/she is no longer of compulsory school age.

2. The student shall conform to the program as prescribed by the SALEP Subcommittee of the Board of Education.

3. The parent or guardian shall advise the Special Needs Counsellor:
   a) if the student does not adhere to the prescribed program, and/or
   b) if there is any change in residence.

4. The student shall meet with the Special Needs Counsellor regularly at specified times.

5. The student shall make every effort to conduct a job search on a daily basis.

Signed: _____ _____

Subcommittee Chairman Parent/Guardian

_____ Date: _____

Student

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS

PROGRESS REPORT

School _____

Date _____

Dear

Your son/daughter, _____, has been on a supervised alternative learning program for a period of _____ months.

The following areas of responsibility were reviewed:

	Satisfactory	Unsatisfactory
ATTITUDE	☐	☐
ATTENDANCE	☐	☐
PERFORMANCE	☐	☐

COMMENTS: _____

_____

_____

_____

I trust you believe that this program has provided an opportunity for a beneficial learning experience. If you have any comments or concerns, please contact the Special Needs Counsellor, Mrs. Jennifer Long, at 527-5092, ext. 368.

_____ Special Needs Counsellor

_____ Principal

HBE 2217 (83-09)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SUPERVISED ALTERNATIVE LEARNING FOR EXPULSED PUPILS

PROGRESS REPORT

School _____

Date _____

Dear _____

Your son/daughter, _____, has been on a supervised alternative learning program for a period of _____ months.

The following areas of responsibility were evaluated:

	Satisfactory	Unsatisfactory
ATTITUDE	☐	☐
ATTENDANCE	☐	☐
PERFORMANCE	☐	☐

COMMENTS: _____

_____

_____

_____

I trust you believe that this program has provided an opportunity for a beneficial learning experience. If you have any comments or concerns, please contact the Student Needs Counsellor, _____, at 547-6722, ext. 255.

_____ _____

Superintendent Student Needs Counsellor Principal

HBE 2212 (88-09)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

November, 1983

Operating Procedure

TOPIC:

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)

AUTHORITY

. Education Act, 1983:

"... the Minister may make regulations prescribing the conditions under which, and establishing the procedures by which, a child who is otherwise required to attend school ... and who has obtained the age of fourteen years may be excused from attendance at school..."

(Section 10, Subsection 7)

. Policy of The Board of Education for the City of Hamilton:

a) That three working committees be established to consider applications from students for early school-leaving and that each committee consist of two trustees (one to chair the meeting), one supervisory officer, and one community representative.

b) That a representative from the Children's Aid Society be appointed to the Early School-Leaving Committee. (Now Supervised Alternative Learning for Excused Pupils Committee.)

Adopted November, 1975

. SALEP Regulation 532/83

PROCEDURE

. General Procedures:

1. Where deemed advisable, the parents of students aged 14 and 15 years who are not benefitting from school may be advised that alternatives to formal schooling may be explored via the SALEP Committee.

2. The parent may apply to the principal of the student's school.

3. The principal forwards the application to the Secretary of the SALEP Committee (the Supervisor of Adjustment Services).

4. The Secretary of SALEP informs the appropriate adjustment counsellor,

5. The Chairman of SALEP arranges a meeting of a subcommittee to discuss the application with concerned personnel, parent and student, principal, etc.

6. The final program is determined by the subcommittee. The Secretary of SALEP notifies the principal, adjustment counsellor, parent and student of the subcommittee's decision.

7. Where the parent of the student disagrees with the determinations of the subcommittee and wishes to bring further relevant information to the subcommittee, or disagrees with the program prescribed by the subcommittee, and notifies the Secretary in writing of the disagreement, setting out the reasons, the subcommittee may review the decision in question.

8. The subcommittee, with or without hearing the parent, may:
   a) approve the application and prescribe a program,
   b) confirm or alter the program, or
   c) refuse to review its determination or the program prescribed.
   The Committee shall notify in writing the principal, school attendance counsellor, the student and the parent of the decisions in respect to the notification given by the parent.

9. Where the parent further disagrees with the determination of the subcommittee, he may notify, in writing, the Provincial School Attendance Counsellor.

10. Supervision of the prescribed program is carried out by the special needs counsellor and/or the adjustment counsellor, providing progress reports to the principal and subcommittee, as required.

Role of Parent and Child

Parent

1. The parent makes application to the principal.

2. In the application, the parent shall state why the student should participate in a program. If possible, the parent should recommend an alternative program.

3. The parent and student shall be interviewed by the subcommittee.

4. If the student does not adhere to the subcommittees prescribed program, the parent shall advise the Secretary of the Committee, normally via the special needs counsellor or the adjustment counsellor.

5. The parent may apply in writing to the Committee to request a change in the prescribed program.

6. When a parent disagrees with the determination of the subcommittee to reject the application and wishes to bring further information to the attention of the subcommittee, or disagrees with the program prescribed by the subcommittee, the parent shall notify the Secretary in writing of the disagreement.

5. The Committee on BASSC extends a meeting of a subcommittee [illegible] the registration of nonacademical personnel, persons and students [illegible] appeal.

6. The final decision is determined by the subcommittee. The Secretary of Study notifies the principal, which could include, upon request of the subcommittee's decision.

7. Where the persons or the student disagrees with the decision of the subcommittee and wishes to bring further evidence relevant to the [illegible] circumstances, or disagrees with the decision presented by the subcommittee, he/she must notify the Secretary in writing of the disagreement, setting out the reasons, and the subcommittee can review the decision in question.

8. The subcommittee, with or without hearing the parties, may
a) approve the appeal in whole and order the a [illegible]
b) maintain or alter the decision, or
c) refer to a higher tier decision-maker [illegible]
The Committee shall notify in writing the principal, school attendance counselor, the student and the parent of the decision in respect to the notification given by the parent.

9. Where the parent requests Disagreement with the determination of the subcommittee, he may notify, in writing, the Provincial School Attendance Counselor.

10. Suspension of the provisions of the Education Act may be granted in special cases by the Director and/or the educational counselor, [illegible] reports of the principal and subcommittee, as required.

Duty of Parent and Child

Parent

1. [illegible] a parent means application to the principal.

2. In the registration, the parent shall state why the student should participate in a program. If approved, the report card is forwarded as [illegible] [illegible].

3. The parent and student shall be interviewed by the subcommittee.

4. If the student does not adhere to the [illegible] [illegible] the parent shall advise the Secretary of the Committee, normally the [illegible] counselor or the attendance counselor.

5. The parent may apply in writing to the Director to request a change in the [illegible] [illegible].

6. Upon a parent disagrees with the determination of the subcommittee to [illegible] the application and wishes to bring further information to the attention of the subcommittee, or disagrees with the program [illegible] by the subcommittee, the parent shall notify the Secretary in writing of the disagreement.

7. Where the parent of the child disagrees with the determination of the subcommittee to reject the application or to refuse to review its determination, the parent may notify, in writing, the Provincial School Attendance Counsellor of his disagreement, and the reasons.

8. The parent shall advise the special needs counsellor or adjustment counsellor of any change in residence.

. Student

1. The student shall fulfill his commitment to any prescribed alternative program. If not, he must return to full-time attendance at school.

. Role of the Principal

1. When a student is not benefitting from a school program, the principal may advise the parents of a possible alternative to the student's present program through the Supervised Alternative Learning for Excused Pupils (SALEP) Regulation.

2. The principal shall forward the application to the Secretary of the Committee.

3. The principal may make recommendations regarding the application.

4. The principal shall oversee the co-ordination of the preparation of a school report for submission through the adjustment counsellor to the subcommittee.

5. In the school register, the principal shall ensure that the student who is excused from attendance under a prescribed program shall be included as a full-time pupil until he is no longer of compulsory school age.

6. The principal shall report to the Committee from time to time, as required by the committee.

7. The principal shall report through the special needs counsellor or adjustment counsellor to the parent whenever achievement reports are issued by the principal where the student is enrolled.

. Role of the Adjustment Counsellor

1. When a student is not benefitting from a school program, the adjustment counsellor, after having had discussion with the principal, may advise the parents of this Regulation.

2. If necessary, the adjustment counsellor will assist the parent in making application to have the child excused from regular school attendance.

3. Upon receipt of a copy of the application form from the Secretary, the adjustment counsellor shall:
   a) advise all concerned personnel of the parent's application on behalf of the student;
   b) collate all the data contained in submissions from concerned personnel.

4. Obtain a Consent Form from the parent to collect relevant data to be considered by the subcommittee.

5. Review with the parent all relevant information that is to be presented to the subcommittee.

6. Be prepared to make a presentation to the subcommittee on behalf of the student.

- Role of the Special Needs Counsellor

The Special Needs Counsellor shall:

1. Assist non-attending students to develop positive attitudes and appropriate goals while developing a SALEP program.

2. Explore and develop appropriate SALEP programs with students who require special assistance.

3. Work with appropriate community agencies to establish job and/or work experience opportunities for potential SALEP candidates.

4. Present applications for alternative programs, as developed by the student and special needs counsellor, to the SALEP Committee.

5. Act as a liaison with school, student and placement area and other involved persons, and report to the subcommittee, as required, regarding all approved alternatives.

- Role of the Secretary to the Committee (Supervisor of Adjustment Services)

The Secretary to the Committee shall:

1. a) Receive applications from the principal of the school.
   b) Forward a copy of the application form to the appropriate adjustment counsellor and special needs counsellor.

2. Advise the Chairman of the Committee that all relevant data has been received.

3. Advise all parties of the time and date of the meeting.

4. Upon determination of a program by the subcommittee, notify, in writing, the adjustment counsellor, principal of the school, and the student and his parent(s) of the action taken by the subcommittee.

5. Receive applications from the parents requesting alteration of the program and follow the usual procedures as in the original application.

6. Receive appeals by the parent(s) regarding the determination of the subcommittee to reject any application, forward the appeal for further discussion to the SALEP committee, and notify, in writing, the principal, adjustment counsellor, child and parent of the decisions that the Committee has taken in respect to the notification given by the parent.

- Role of the SALEP Subcommittee(s)

1. A quorum of the subcommittee shall be three.

2. A trustee member of the subcommittee shall be the chairman of the subcommittee.

3. The subcommittee may require the principal or any other person who has a right to attend the meeting to report to the subcommittee on the student and to make recommendations regarding the application.

4. The subcommittee, after interviewing the student, his parent and, where the subcommittee considers it appropriate, any other person, shall
   a) reject the application, in which case the student shall attend school as required under Ontario Regulation 532/83, Supervised Alternative Learning for Excused Pupils
   b) approve the application, in which case the subcommittee shall prescribe a program directed towards the child's needs and interests.

   The Secretary of the subcommittee shall notify, in writing, the principal, adjustment counsellor, the student and his parent(s) of the decision of the subcommittee.

5. Where a subcommittee considers it in the best interests of a pupil, it may designate a school for purposes of a program that is not the school where the pupil is enrolled.

6. The SALEP Committee shall reconsider all applications, where the Provincial Attendance Counsellor, after any inquiry, recommends where he is satisfied, that the student should be excused from attendance at school under this Regulation.

7. The subcommittee shall report to the Committee as required.

- Role of the SALEP Committee

A trustee member of the Co-ordinating Committee (Umbrella Committee) shall be chairman of the Co-ordinating Committee.

The Co-ordinating Committee shall:

1. Co-ordinate, administer and supervise the Board's program of Supervised Alternative Learning for Excused pupils.

2. Oversee the establishment and operations of subcommittees.

3. Evaluate the operation of the program.

4. Make periodic reports to the Education Management Committee of the Board.

5. Cause an annual report to be made through the Chief Executive Officer of the Board to the Provincial School Attendance Counsellor on or before the 30th day of September in each year regarding the number of pupils under this regulation during the preceeding year who:
   a) were excused from attendance at school,
   b) were required to attend school on a part-time basis only,
   c) returned to full-time attendance at school,
   d) ceased to be excused from attendance at school.

ANNUAL REPORT

1982-83

EARLY SCHOOL-LEAVING

(ESL)

OR

S UPERVISED

A LTERNATIVE

L EARNING FOR

E XCUSED

P UPILS

(SALEP)

JENNIFER S. LONG
SPECIAL NEEDS COUNSELLOR

EARLY SCHOOL-LEAVING

ANNUAL REVIEW

1982-83

At the close of yet another school year, the Early School-Leaving Program has again proven to be a valuable resource to the schools and community agencies. The number of students applying for ESL this year totalled 66. The drop in applications over last year may be a reflection of the economic situation. The Alternative Education program has also absorbed several possible applicants. However, due to the difficult nature of the group as a whole, a more intensive, long-term approach was required.

The past year has presented the Special Needs Counsellor with new and even more demanding challenges. Soaring unemployment has continued to make secure paid work for 14 and 15 year olds a difficult, and, in some cases, an unrealistic expectation for both student and counsellor.

Volunteer work was more readily used and accepted as an alternative. For many of this year's students who were generally less prepared to hold jobs, volunteer work was also utilized as an informal interim step, which often led to a formal alternative or a decision to return to school.

The main priority of the Special Needs Counsellor continues to be the offering of consistent support and supervision to ESL students while providing the student with a positive learning experience. With this in mind, and in view of the competitive job market the students are facing, the need was identified for the development of a more structured alternative intended to provide students with the daily supervision and support necessary in these difficult times.

(.../continued)

A group Life Skills Program was proposed and approved on an experimental basis in early February, 1983. The program was designed to operate four mornings a week over a four week period. Three groups were operated between February and mid-May, with an average of five students per group. The experiment proved to be highly successful. Despite initial concern that attendance would be a major problem, the groups averaged 95 percent attendance overall.

The students involved seemed to respond in the non-threatening informal group setting. A weekly evaluation of the program was completed by each student. In general, the group members found the group to be interesting, informative and helpful. There was little concern about the length of time involved; some students even recommended that the group should operate longer. Students were particularly appreciative of the positive support offered by the group leader(s).

Two minor procedural changes were initiated this fall as a result of recommendations made at the end of the 1981-82 school year. Students who first applied for the Job Search/Life Skills Program were required to be formally interviewed and approved by the Committee. This permitted these students to be recorded officially as "Early School-Leavers" with the Ministry. A second benefit of this change was to impress upon parents and students the seriousness of the Job Search/Life Skills program.

The second change was the implementation of a new Interim Document of Approval in triplicate form, to be signed by the student, parent and Committee chairman. This has expedited the distribution of copies to all parties involved.

As an integral part of the Adjustment Services Department, the Early School-Leaving Program continues to remain a viable alternative to school; its success lies in the ability to remain flexible and to be molded to the everchanging needs of the special needs student.

EARLY SCHOOL-LEAVING
STATISTICAL SUMMARY
1982 - 83

Total No. of Applications Received (ESL/Interim ESL)		66
No. of Approved ESL Programs		25
Paid	14	
Volunteer	11	
No. of ESL Programs with a School Component		8
Part-time School	5	
Night School	1	
Correspondence Course(s)	2	
No. of Approved Interim ESL Programs		28
a) No. of above students who obtained employment	14	
Paid: 5		
Volunteer: 9		
b) No. of above students who were unsuccessful in obtaining employment	14	
c) No. of above students who were involved in the Group Life Skills Program	16	
d) No. of above students with a school component while on Interim ESL	8	
Total No. of Applications Withdrawn (not processed)		13
No. of ESL Programs Discontinued		9
Returned to School	1	
Medical	1	
Unified Family Court	1	
Turned 16	6	
No. of Interim ESL Programs Discontinued		16
Returned to School	9	
Medical	1	
Unified Family Court	2	
Turned 16	4	

.../continued

EARLY SCHOOL-LEAVING
STATISTICAL SURVEY
1971 - 83

Total No. of Applications Received (Self/Parents ESL) 66

No. of Approved ESL Programs 25
Male 14
Volunteer 15

No. of ESL Programs with a School Component 8
Part-time School 5
Night School 1
Correspondence Courses 2

No. of Approved Interim ESL Students 26
a) No. of above students who obtained employment 14
Male: 5
Volunteer: 9

b) No. of above students who were unsuccessful in obtaining employment. 14

c) No. of above students who were involved in the Group Life Skills Program 16

d) No. of above students with a school component while on interim ESL. 9

Total No. of Applications Withdrawn (not processed) 13

No. of ESL Students Discontinued 3
Returned to school 1
Medical 1
United Family Court 1
Turned 18 0

No. of Interim ESL Students Discontinued 16
Returned to School 3
Medical 1
United Family Court 2
Turned 18 4

.../continued

No. of Job Changes Reviewed by the Committee	2
No. of ESL Students who quit their job, were discharged or terminated due to lack of work	6
No. of Students (ESL/Interim ESL) who may return to school in September	24
No. of Students (ESL/Interim ESL) who do not plan to return to school, or are undecided as of June	29
No. of compulsory school age Students (ESL/ Interim ESL) to be reviewed in September 1983	8
No. of the 11 ESL'ers from 1981-82 who were successful at returning to school	6
Total No. of Students on approved programs, supervised by the Special Needs Counsellor	53

EARLY SCHOOL-LEAVING STATISTICS

1982-83

	14 Years of Age		15 Years of Age		Total		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	
1. No. of students on approved programs requiring part-time attendance at school	2	1	1	1	3	2	5
2. No. of students on approved programs including some formal education, such as night school or correspondence course(s)	0	0	2	1	2	1	3
3. No. of students on approved programs with no school component required	4	5	22	14	26	19	45
4. SUBTOTAL: No. of students not attending full-time day school (Add 1, 2, 3)	6	6	25	16	31	22	53
5. No. of students processed by ESL Committee but required to attend school full time	0	0	0	0	0	0	0
6. TOTAL NUMBER OF APPLICANTS (Add 4, 5)	6	6	25	16	31	22	53
PROGRAM ENROLLED IN AT TIME OF RELEASE							
A. Elementary School . Gr. 7	1	0	0	0	1	0	1
. Gr. 8	0	0	0	0	0	0	0
. Other (*Gr. 6)	1(*)	0	0	0	1	0	1
B. Secondary School . Cert. of Training Yr. I	3	3	2	4	5	7	12
. Cert. of Training Yr. II	0	1	9	4	9	5	14
. S.S.G.D. Yr. I	1	2	5	2	6	4	10
. S.S.G.D. Yr. II	0	0	9	5	9	5	14
. Other (*Gr. 11)	0	0	0	1	0	1	1
C. TOTAL OF A & B = #4 (Above) No. of Students Not Attending Full-Time School	6	6	25	16	31	22	53

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustee Clarke (Chairman);
Mesdames Bishop, Benoit, Masters and Tilbury; Mr. Desmarais;
Drs. Jacobs and Rosenbaum.

Also Present: Trustees Hicks, Van Horne and Mulholland;
Cathy Powell, Wanda Lane, Linda Scott } Learning Resource Program

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services),
Mr. B. Adams (Supervisor Special Education),
Mr. J. McCaughey (Special Education Consultant),
Mrs. E. Pease (Administrative Assistant to the Director).

The Committee recommends:

GENERAL

1. That the Special Education Advisory Committee approve the "Procedures re Submission of Briefs to Committees by the Public" as attached.

2. That the members extend to Mrs. Mary Caye Clarke their appreciation for the efficient and courteous manner in which the business of the committee has been conducted in the past year.

Respectfully submitted,

Mrs. M. C. Clarke,
Chairman.

1983 11 30.

MINUTES OF VOTE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustees Clarke (Chairman),
Mesdames Bishop, Brown, Martin and Tilbury; Mr. Desaulniers,
Mrs. Jacobs and Rosenbaum.

Also
Present: Trustees Hicks, Van Horne and McDonald;
Cathy Dowell)
Wanda Lane) Learning Resource Program
Linda Scott)

Officials
Present: Mr. A. J. Weaver (Director of Education),
Mr. J. Renner (Deputy Business Administrator),
Mr. P. Merrialdo (Associate Superintendent of Curriculum and Special Services),
Mr. B. Adams (Supervisor Special Education),
Mr. T. McCaughey (Special Education Consultant),
Mrs. R. Bates (Administrative Assistant to the Director).

The Committee recommends:

CARRIED:

1. That the Special Education Advisory Committee approve the "Procedures of Submission of Briefs to Committees by the Public" as attached.

2. That the members extend to Mrs. Mary Cave Clarke their appreciation for the efficient and courteous manner in which the business of the committee has been conducted in the past year.

Respectfully submitted,

Mrs. M. C. Clarke,
Chairman.

/Mrs. H. Jo.

1983 11 15

To the Members of the Special Education Advisory Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: Report of the Ad Hoc Committee to Develop Procedures for the Submission of a Brief by the Public

The following procedures for presentation of a brief by the pbulic have been developed in accordance with the procedures follwed by other standing committees of the Hamilton Board of Education.

PROCEDURES RE SUBMISSION OF BRIEFS TO COMMITTEES BY THE PUBLIC

A) Individuals or groups may present a brief to the Special Education Advisory Committee of the Board by prior arrangment providing the following conditions have been met:
   i) The presentation is appropriate to the responsibilities of this committee.
   ii) Individual cases have proceeded through the appropriate regular channels of communication, that is, the teacher, the principal, and the appropriate superintendent, before being presented to this committee.

B) Individuals or groups shall be given only one opportunity to present a brief on a given subject. If a second opportunity to present a brief or appear before a Committee is requested, the individual or group must provide evidence that the material is new and additional to the original presentation. This evidence to be provided to the Secretary of the Board in order the the Chairman of the Board and The Chairman of Special Education Advisory Committee may decide.

C) The request to appear before the committees should be in writing to the Secretary of the Board and should state the nature of the request, at least ten days in advance of the Committee meeting. Special Education Advisory Committee meets the last Wednesday of each month at 19:00 hours.

D) The Secretary of the Board will inform the individuals or organization of the approximate time when the presentation will be heard.

E) It is necessary to restrict the time available to any individual or group. The normal time required for presentation runs between five and fifteen minutes, exclusive of a question period for committee members.

F) No committee action regarding the presentation of any individual or group will be taken until after the committee members and officials have had an opportunity to consider the matter. It is expected that replies will be presented at the next committee meeting whenever possible.

G) It is the responsibility of the individual or group making the presentation to provide documentation of their presentation for all committee members (25 copies). Copies of these briefs are to be at the Office of the Secretary of the Board no later than 9:00 a.m. of the Monday prior to the meeting of the Special Education Advisory Committee upon request. Assistance in the duplication of documentation may be considered.

June 11, 15

To the Members of the Special Education Advisory Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: Report of the Ad Hoc Committee to Develop Procedures
for the Submission of Briefs by the Public

The following procedures for presentation of a brief by the public have been developed in accordance with the procedures followed by other statutory committees of the Hamilton Board of Education.

PROCEDURES FOR SUBMISSION OF BRIEFS TO COMMITTEES BY THE PUBLIC

A) Individuals or persons may present a brief to the Special Education Advisory Committee of the Board by prior arrangement provided the following conditions have been met:

i) The presentation is appropriate to the responsibilities of this committee.

ii) Individual cases have processed through the appropriate regular channels of communication, that is, the teacher, the principal, and the appropriate superintendent, before being presented to this committee.

B) Individuals or groups shall be given only one opportunity to present a brief on a given subject. If a second opportunity to present a brief or appear before a committee is requested, the individual or group must provide evidence that the material is new and substantial to the original presentation. This evidence is to be provided to the Secretary of the Board in order that the Chairman of the Board and the Chairman of Special Education Advisory Committee may decide.

C) The request to appear before the committees should be in writing by the Secretary of the Board and should state the nature of the request, at least ten days in advance of the Committee meeting. Special Special Education Advisory Committee meets the last Wednesday of each month at 12:00 noon.

D) The Secretary of the Board will inform the individuals or organization of the approximate time when the presentation will be heard.

E) It is necessary to restrict the time available to any individual or group. The normal time required for presentation runs between five and fifteen minutes, exclusive of a question period for Committee members.

F) No committee action regarding the presentation of any individual or group will be taken until after the committee members and officials have had an opportunity to consider the matter. It is expected that briefs will be presented at the next committee meeting whenever possible.

G) It is the responsibility of the individual or group making the presentation to provide documentation of their presentation for all committee members (25 copies). Copies of these briefs are to be at the office of the Secretary of the Board no later than 9:00 a.m. on the Monday prior to the meeting of the Special Education Advisory Committee upon request. Assistance in the duplication of documentation may be considered.

H) The Chairman of the Board and/or the Chairman of S.E.A.C. in consultation with the Secretary of the Board may limit the number of presentations on a given subject.

Recommendation:

That the Special Education Advisory Committee approve the procedures re submission of Briefs to Committees by the Public.

Respectfully submitted,

R.S. Cartmell,
Secretary-Treasurer and
Business Administrator.

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Di Ianni and Varrasso; Mesdames Barker, Garon, and Lapointe;
Mr. Desmarais.

Officials
Present: Mr. A. J. Krever (Director of Education),
Mr. C. McKaque (Superintendent of Curriculum and Special Services),
Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART I

1. That Basic Level Programmes be offered in the auto, electrical and family studies course at Georges-P-Vanier where enrolment and needs so warrant. (see attached)

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1983 10 27.

1983 11 01

Georges P. Vanier Equipment and Alterations

For Basic Level Programming

1.	Auto Servicing - 1 Grease Unit (Rm. 161)	$ 1,300.00
2.	Small Engine Repair (Rm. 159)	
	Drill Press - $700.00	
	8" pedestal grinder - $500.00	
	Small engine de-glazer - $30.00	
	2 combination wrench sets - $130.00	
	10 small engines - $1,500.00	
	3 steel storage cabinets (lockable) - $595.00	
	3 Work benches at $750.00 - $2,250.00	
	Miscellaneous tools, oxyacetylene, Kits, Torches, Vices - $3,835.00	9,540.00
3.	Welding Equipment (Rm. 159)	
	Construction of Welding Booths - $6,000.00	
	Hand Tools - $200.00	
	5 Welding Stations - $2,430.00	
	7 Welders AC/DC @ $1,016.50 - $7,116.00	
	Sheer - $1,500.00	
	Storage Cabinets (large) - $800.00	
	Bench Drill Press - $500.00	
	3 work benches @ $750.00 - $2,250.00	
	Exhaust and Ventilation - $8,000.00	
	Electrical Hook up - $3,000.00	31,796.00

4.	Appliance repair and small electrical motor (Rm. 151)	
	Special tools - $700.00	
	Equipment and spare parts - $950.00	
	Outlets - $1,000.00	2,650.00
5.	Removal of wall between room 159A and 159B	1,000.00
*6.	Home and Community Food	
	Cold/Dry Storage - $600.00	
	Short Order Unit/Exhaust and Gas/Fire Extinguisher - $1,000.00 (available from inventory - removal and installation costs)	1,600.00
*7.	Fashion Studies - 2 knitting frames	300.00
*8.	Supplies for starting of Fashion Studies	2,000.00
		$50,186.00

* Rooms 121 and 122

4. Appliance repair and small electrical motor (Rm. 131)

Special tools - $100.00

Equipment and spare parts - $950.00

Debris - $1,000.00 $2,050.00

5. Removal of wall between room 123A and 123B $1,000.00

*6. Home and Community Food

Cold/Dry Storage - $500.00

Short Order Grill/Cabinet and Gas/Fire Dairy/Bakery - $1,000.00
(available from inventory - removal and installation costs) $1,500.00

*7. Fashion Studies - 2 Vanities frames $50.00

*8. Supplies for storing of Fashion Studies $2,000.00

$50,150.00

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* Money (21) and 122

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 11 25.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Ms. Leanne Greenwood, 1983 11 22 to 1984 06 30

Mr. Melvin L. Laforme, 1983 10 12 to 1983 11 21

Mrs. Jennifer MacLean, 1983 10 17 to further notice

(b) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective as shown:

Mrs. Beverley Barrett McDonald, 1984 02 01

Mrs. Elaine Smith, 1983 12 01

(c) That the request of Mrs. Sara Weedon-MacDonald for a Maternal Leave of Absence, effective 1984 05 14 until 1984 09 10 , be granted in accordance with conditions governing Maternal Leave.

(d) That the resignation of Mr. Russell G. Weir, who is retiring on superannuation effective 1984 08 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(e) That the contracts of the following teachers, who are employed in semestered schools, be concluded, effective 1984 01 31:

Miss Kimberly J. Andrews
Mrs. Hannelore Caldarelli
Mrs. Gayle Detenbeck
Mr. David P. Elliott
Mrs. Karen Kott
Mrs. Laima Pohl
Mr. Steven Popek
Mrs. Helen Reio
Mrs. Claire V. Wright

(f) That Mr. Donald Ruddle be appointed to the position of Acting Head of Department (English), effective 1983 11 28 until 1984 06 30, with salary according to schedule.

(g) That Miss Diane Durney be appointed to the position of Acting Assistant Head of Department (English), effective 1983 11 28 until 1984 06 30, with salary according to schedule.

(h) That the following teachers be transferred from the Probationary Staff to the Permanent Staff, effective as shown:

Mrs. Patricia A. DiFrancesco, 1984 01 01

Mrs. Ruth A. Green, 1984 02 14

Miss Sheila Harrington, 1984 01 01

Mrs. Margaret Walton, 1984 03 08

(i) That this Board approve an Overseas Trip for students from 1984 03 10 until 1984 03 19 to London, England and make arrangements with the appropriate organizations to implement this trip.

Superintendent of Curriculum and Special Services:

(a) That two staff members and five students from the Alter-Ed. School attend the "Consortium of Ontario Public Alternative Schools Conference" to be held at Toronto, Friday, 1983 12 09, and that the registration fee of $25.00 per school be paid.

(b) That five secondary school teacher-librarians attend the "Ontario Library Association Ideashop" to be held at Toronto, Saturday, 1984 02 04, and that the registration fee of $60.00 each be paid.

(c) That one secondary school teacher-librarian attend the "Ontario Library Association Pre-Conference" to be held at Toronto, Friday, 1984 02 03, and that the registration fee of $80.00 be paid.

(d) That up to six secondary school (composite) vice-principals attend the "Rare Bird Conference" to be held at Toronto, Wednesday, 1984 01 11 to Friday, 1984 01 13, and that $180.00 each be paid towards registration and expenses. (staff development)

(e) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary school (composite) teacher to attend the "Provincial Meeting of A.E.F.O.Presidents", at Toronto, Friday, 1983 11 25 and Saturday, 1983 11 26, at no cost to the Board, be approved.

(f) That the Chairman of the Hamilton Secondary School Headmasters Association attend the "Ontario Secondary School Headmasters' Annual Conference" to be held at Toronto, Wednesday, 1984 02 22 to Friday, 1984 02 24, and that expenses be paid according to policy. (staff development)

(g) That seven secondary school principals attend the "Ontario Secondary School Headmasters' Annual Conference" to be held at Toronto, Wednesday, 1984 02 22 to Friday, 1984 02 24, and that the registration fee of $150.00 each be paid.

(h) That the action of the Superintendent of Curriculum and Special Services in permitting four secondary school (vocational) teachers to attend the "New Developments in Arc Welding Technology Conference", at Woodstock, Tuesday, 1983 11 15, and that $25.00 each be paid towards registration and expenses, be approved.

(i) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school (composite) teacher to attend the "Drama and Learning Research Symposium", at Toronto, Friday, 1983 11 25 to Sunday, 1983 11 27, and that $80.00 be paid towards registration and expenses, be approved.

(j) That two secondary school (composite) vice-principals attend the "Rare Bird Conference" as presenters to be held at Toronto, Wednesday, 1984 01 11 to Friday, 1984 01 13, and that $30.00 each be paid towards incidental expenses.

(k) That seven secondary school principals attend the "Ontario Secondary School Headmasters' Annual Conference" to be held at Toronto, Wednesday, 1984 02 22 to Friday, 1984 02 24, and that the registration fee of $150.00 each be paid.

(l) That the chairman of the vice-principals' association be allowed to attend the "Ontario Secondary School Headmasters' Annual Conference" to be held at Toronto, Wednesday, 1984 02 22 to Friday, 1984 02 24, and that registration fee of $150.00 be paid.

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting a secondary school teacher to attend the workshop "Learning Disabilities: Assessment & Remediation 'Doing It Right'", sponsored by the Faculty of Education, University of Toronto, held in Toronto on Thursday, 1983 11 10 to Saturday, 1983 11 12 be approved, and that the registration fee of $100 be paid.

(b) That one secondary school Learning Resource Teacher for the Gifted attend the workshop "The Gifted Underachiever" to be held in Toronto, Saturday, 1984 01 21 and that $95 be paid towards the cost of registration and expenses.

(c) That one secondary school Learning Resource Teacher for the Gifted attend the workshop "Programming for the Gifted at the Secondary Level" to be held in Toronto, Saturday, 1984 02 04 and that $95 be paid towards the cost of registration and expenses.

(d) That the appointment of the supervisory and teaching staff for the Evening and Day Classes, English as a Second Language classes, Linking of Needs and Resources classes (L.O.N.A.R.), and the Joint Apprentice Training Committee classes (J.A.T.C.) be approved as presented for the year 1983-84.

(e) That the Board of Education for the City of Hamilton enter in an agreement, as arranged through the Ministry of Education, to share the services of Ms. Rita Lenarduzzi as a French Language Consultant for Psychometry, and that the portion of her travel and out-of-pocket expenses incurred in service to the Hamilton Board of Education be assumed by this Board.

Respectfully submitted,

A. J. Krever,
Director of Education.

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Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8P 1H6,
November, 1983.

To the Chairman and Members,
Education Management Committee.

Ladies and Gentlemen:

Re: Overseas Trips for Students

The Board of Education for the City of Hamilton has provided, on an optional basis, the opportunity for secondary school students to travel overseas during the winter break. The question has been asked whether this option to travel with peers and teachers should continue to be offered.

Academic Council supports these trips as educational opportunities for students. Based on reports from many participants, over several years, the trips have brought to students individual fulfillment, richness of experience, stimulation of the mind and a wider awareness of other peoples and places. Included are a number of quotations from students upon their return from such trips.

- *I came back with a different outlook on life.*
- *Enjoyable ..... my responsibility increased with greater independence. And I met a nice girl.*
- *It added to my studies.*
- *An educational experience -- to view another culture and try to understand the differences and likenesses of an aged country compared with a new one.*
- *It was a totally new experience for me since I had never been on a plane and it was the first time I have every been away from both my parents at the same time.*

If our young people are to learn to behave in ways which are conducive to the welfare not merely of their own country, but of their common species, a mandate for educators becomes the development of ways to increase student awareness of other societies and cultures. With advances in technology and communications "global participation" has become a fact. The increasing interdependence of peoples is a reality. Since the "pictures in people's heads" impinge on their attitudes and actions, exposure to physical and cultural environments that are markedly different from their own assists students (and teachers) to sharpen concepts, question generalizations, and consider the value issues in assumptions related to life in their own and other communities. Direct examination of the situation in other cultures often provides a valuable comparative perspective, a new set of lenses for viewing your own culture and for developing a clearer understanding of the world of others.

.....2

"Compassionate" personalities, who have respect for self and others, can only find room for growth in an educational atmosphere which permits the attainment of global perspectives.

For Hamilton secondary school students who have participated in an overseas trip the use of their leisure time was not wasted. They had a chance to be more aware, to experience first-hand, to think of the worth and purpose of what they were doing. Prior to going on the trip they had the opportunity to make a decision to strive towards an objective to save for attainment of a meaningful goal. As the poet Yeats noted, "in dreams begin responsibilities".

It is, therefore, respectfully recommended that

The opportunity for overseas trips during the winter break continue to be made available to students.

Prepared by: J. Forrester

Approved by: Academic Council

Submitted by: A. J. Krever

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

ADULT DAY SCHOOL PROGRAM

1983-84

Anderson, Mary	Dressmaking
Barany, Vera	Dressmaking
Bowen, Ann	Quilting
Brittan, Sidney	Drawing & Painting
Collins, Lynne	Financial Planning
Dietz, Grace	Apple Doll Craft
England, Mae	Rug Hooking
Fliss, Marion	Dressmaking
Griffiths, Eleanor	Secretarial Skills & Typing
Hashimoto, Kim	Secretarial Skills & Typing
Henderson, Harry	Financial Planning
Hicks, Lovina	Rug Hooking
Horibe, Kay	Microwave & Oriental Cooking
Hoytema, Janet	Dressmaking
Hughes, Louise	Flower Arranging
Lawson, Kenneth	Bridge
Leslie, Mary	Dressmaking
Marriott, Micheline	Yoga
Marshall, Margueritte	Cake Decorating
Matsusaki, James	Upholstery
McCrea, Cathleen	Creative Stitchery
McKnight, Muriel	Knitting & Crocheting
Newbigging, Barbara	Food Processor Cooking
Pocknell, Pauline	Conversational French
Putns, Myrna	Painting for Pleasure
Rulff, Magdeline	Dressmaking
Skalinsky, Thelma	Flower Arranging
Smith, Ann	Quilting
Suenaga, Terry	Flower Arranging
Waddington, Susan	Rug Hooking
Whiteman, Patricia	Dressmaking
Wilson, Tina	Yoga
Woytas, Barbara	Ceramics
Yoshitomi, Kiyoko	Flower Arranging

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

HERITAGE LANGUAGE PROGRAM

1983-84

Alexiou, Athanasios	Greek - Hellenic
Ali, Mahmood	Muslim
Badran, Muhammed	Muslim
Baran, Stephanie	Ukrainian
Bardanis, Nepheli	Greek - Hellenic
Bhabha, Ahmed	Islamic
Bhabha, Mohamed	Islamic
Bhargava, Shobhana	Hindi
Bujalski, Wanda	Polish
Cadete, Augusta	Portuguese
Cardoso, Jose	Portuguese
Catarino, Maria	Portuguese
Correia, Maria	Portuguese
Danelski, Alina	Polish
Dhaliwal, Ranjit	Punjabi
Eleni, Kartalianaki	Greek - Hellenic
Farias, Silvia	Spanish
Georgakopoulos, Ekaterine	Greek - Hellenic
Ghatak, Evelyn	German
Gomez, Maria	Spanish
Grelha, Isabel	Portuguese
Hornich, Irene	Ukrainian
Ioannou, Katerina	Greek - Hellenic
Iskat, Anna	Ukrainian
Kabalouris, Aristea	Greek - Orthodox
Kabalouris, Mihail	Greek - Orthodox
Kabir, Bilqies	Islamic
Khader, Inshirah	Islamic
Khanuja, Kulwant Kaur	Punjabi
Kimura, Yasue	Japanese
Kopp, Ursula	German
Koumphol, Chanpheng	Lao
Krinsky, Roni	Hebrew
Kurd, Farad	Muslim
Lalik, Amelia	Polish
Lax, Sharon	Hebrew
Lewandowska, Anna	Polish
Lewczuk, Florence	Polish
Lukasik, Aniela	Polish
Makovec, Michael	Czechoslovak
Matsumoto, Matumi	Japanese
Medeiros, Helena	Portuguese
Medeiros, Helena	Portuguese
Mirza, Yasmeen	Muslim
Mota, Isaura	Portuguese

(continued)

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

HERITAGE LANGUAGE PROGRAM

1983-84

Nekiwala, Hasina	Muslim
Nekiwala, Nasima	Muslim
Nikolaidis, Dionisia	Greek - Hellenic
Nogami, Sumiko	Japanese
Patel, Ibrahim	Muslim
Pereira, Manuela	Portuguese
Rathor, Pushpa	Hindi
Reid, Alice	German
Ruppenthal, Mirian	Portuguese
Schmerling, Fay	Hebrew
Silva, Herminio	Portuguese
Silva, Maria Dores	Portuguese
Silverman, Devorah	Hebrew
Silverman, Gloria	Hebrew
Stadnyckyj, Sylvia	Ukrainian
Teloniatis, Kleoniki	Greek - Orthodox
Venizelos, Androula	Greek - Hellenic
Wagner, Krystana	Polish
Wellnitz, Karen	German
Woloch, Maria	Polish
Younges, Radia	Islamic
Zalewska, Wanda	Polish

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

BARTON SECONDARY SCHOOL

Evening School Staff

1983-84

Walls, Gordon	Principal
Ferguson, A. Kenneth	Supervisor
Ages, Nell	Knitting & Crocheting
Bellamy, Frank	Cabinet Making
Ernst, George	Breadmaking
Farrell, Matthew	Auto Maintenance
Galgani, Dino	Fun & Fitness
Hadall, Donald	Cabinet Making
Hughes, Louise	Flower Arranging
Lawson, Joanne	Dancercise
Luckett, Alma	Christmas Workshop
Oikawa, Timothy	Drawing & Painting
Richardson, Josie	Microwave Cooking
Schilthuis, Karen	Bunka
Smith, Ann	Quilting
Stoneman, Reginald	Paper Tole
Taylor, Harold	Breadmaking

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

SIR WINSTON CHURCHILL SECONDARY SCHOOL

Evening School Staff

1983-84

Woodland, William	Principal
Horback, Oscar	Supervisor
Allingham, Diane	Christmas Workshop
Beaudoin, Giles	Drafting
Bonin, Agnese	Typing
Castle, Larry	Consumer Law
Cuff, Shirley	Cake Decorating
Flis, Gregory	English
Gillie, Lynn	Knitting & Crocheting
Gregory, Scott	Calligraphy
Groves, Myrna	Conversational Spanish
Guther, Peter	Drafting
Hill, Peter	Conversational French
Jacobson, Herbert	Drafting
James, Aleda	Microwave Cooking
Kelly, Ronald	Typing
Langman, Diana	Bunka
McInnis, Jo-Anne	Photography
Moore, Ross	English
Pagnini, Enid	Shorthand
Putns, Myrna	Watercolours
Roe, Nadine	Dressmaking
Vancas, Ivan	Chemistry
Viola, Anthony	Computer Concepts
White, Carol	Mathematics
Zic, Carol	Stained Glass

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

DELTA SECONDARY SCHOOL

Evening School Staff

1983-84

Chantrell, Mary	Principal
Borthwick, John	Supervisor
Baker, Joanne	Machine Mathematics
Balch, Clare	Mathematics
Bradshaw, Theresa	Microwave Cooking
Child, Raleigh	English
Currie, Diane	Accounting
Currie, Leland	Biology
Daniels, Douglas	Hydraulics
Dargavel, Thomas	Mathematics
Davidge, Kenneth	English
Dawdy, Sadie	Shorthand
Deveau, Paul	Mathematics
Dowell, Dennis	Cabinet Making
Doyle, Phyllis	Typing
Garwood, Phillip	Mathematics
Gaspari, Louis	Chemistry
Grinberg, Valdis	Drafting
Hamouda, Mohamed	Mathematics
Hoytema, Janet	Sewing
Jackson, Donald	Accounting
Kasik, Karen	Mathematics
McInnis, Jo-Anne	Photography
McMinn, Samuel	Physics
Milanovich, Lily	World Politics
Milovanov, Zivko	Woodworking
Morissey, Louise	English
Ozimok, John	Auto Mechanics
Poletto, Lidia	Man in Society
Pratt, Edward	Auto Mechanics
Rees, Graham	English
Ryder, Brian	Chemistry
Simpson, Robert	Mathematics
Spademan, Wendy	English
Spangenberger, Harry	Plumbing
Surat, Basdeo	English
Viola, Fritz	Mathematics

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

GLENDALE SECONDARY SCHOOL

Evening School Staff

1983-84

Lewis, Earl	Principal
Laidlaw, Robert	Supervisor
Anderson, Marianne	Cake Decorating
Gooch, William	Cabinet Making
Greenwood, Margaret	Drapes
Gretzky, Edward	Furniture Refinishing
Mathews, Leslie	Auto Maintenance
McCullough, Doris	Knitting
Skalinsky, Thelma	Flower Arranging
Spencer, Alfred	Gourmet Cooking
Stacey, June	Microwave Cooking
VanKeulen, Ysbrand	Photography
Warren, Stephen	Golf
Waters, Theresa	Dancercise
Whaling, Gerald	Small Engines Repair

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

HILL PARK SECONDARY SCHOOL

Evening School Staff

1983-84

Kelly, Frank	Principal
Berendt, William	Supervisor
Bryce, Robert	Cabinet Making
Caspersen, Barbara	Yoga
Farrugia, Bruno	Welding
Fauvelle, Colleen	Christmas Workshop
Fliss, Marian	Stretch Sewing
Govan, Thomas	Refrigeration
Griffiths, Chris	Auto Mechanics
Hoffmann, Peter	Cabinet Making
Hollings, Joyce	Drapes & Machine Quilting
Horibe, Kay	Microwave Cooking
Hughes, Louise	Flower Arranging
Jones, Grace	Knitting & Crocheting
Kammerer, Frederika	Interior Design & Decoration
Leslie, James	Cabinet Making
Leslie, Mary	Dressmaking & Stretch Sewing
Liota, Sheila Marie	Dancercise
Marshall, Margueritte	Cake Decorating
Nagtegaal, Douglas	Outboards & Small Engines Repair
Oddy, Allan	Picture Framing
Pelley, Margaret	Dressmaking
Post, George	Refrigeration
Robertson, Alexander	Ballroom Dancing
Scoffield, Mary	Conversational French
Vanzie, Neville	Furniture Refinishing

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

SIR JOHN A. MACDONALD SECONDARY SCHOOL

Evening School Staff

1983-84

Pounder, Charles	Principal
Metcalf, Wallace	Supervisor
Bates, Patricia	Dancercise
Doyle, Phyllis	Typing
Edwards, Ann	Ballroom Dancing
Edwards, Robert	Ballroom Dancing
Ellwood, William	Guitar
Gibson, Erin	English as a Second Language
Lacey, Christopher	Auto Maintenance
Lewis, Betty	Yoga
Moore, Maureen	English as a Second Language
Page, Judith	Basic Reading & Writing
Palkowski, Irene	Dressmaking
Paradis, Linda	Basic Cooking
Penton, Elizabeth	English as a Second Language
Robertson, Douglas	Photography
St. Pierre, Jeanette	English as a Second Language
Sheppard, Michael	Amateur Radio
Spence, Michael	Aviation Ground School
Spence, Reginald	Aviation Ground School
Telfer, June	International Cooking
Tokiwa, Jean	English as a Second Language
Tweedy, Alison	Basic Reading & Writing
Wallace, Dan	Basic Reading & Writing
Whitlock, Christine	Small Business Management
Wilcox, June	English as a Second Language
Worster, John	Machine Shop

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

SCOTT PARK SECONDARY SCHOOL

Evening School Staff

1983-84

Leedale, Robert	Principal
Coombe, Barry	Supervisor
Barclay, Joanne	History
Barker, Gary	English as a Second Language
Charters, Arlene	Mathematics
Colangelo, Anna	Conversational Italian
DeLiberto, John	English
DiPietro, Alberta	Chemistry & Physics
Doering, Mary	Chemistry
Ducarme, Terry	History
Ford, Alan	Cabinet Making
Fordyce, Kimberley	Family Studies
Greve, Erwin	Drafting
Groves, Myrna	Conversational Spanish
Hazell, Robert	Grades 5-8
Hicks, Lovina	Rug Hooking
LaForme, Melvin	Economics
Longden, Jacqueline	Grades 5-8
Luby, John	Basic Reading & Writin
Marquis, Robert	Biology
Meyer, Edward	Mathematics
Michalsky, Walter	English
Newbigging, Graeme	English
Owen, Ray	Welding
Poot, John	Auto Body Repair
Rosenthal, Christine	Conversational French
Watroba, Kasimir	Mathematics
Whaling, Gerald	Small Engines Repair

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

SHERWOOD SECONDARY SCHOOL

Evening School Staff

1983-84

Laxton, John	Principal
Moore, Craig	Supervisor
Augustins, George	Accounting
Clair, Anne	Chemistry
Curtis, Barry	Biology
Eves, Daryl	Mathematics
Gray, Allison	English
Grindley, Susan	Typing
Hudak, William	Typing
Knox, Paul	Mathematics
Lawson, Jo-Ann	Dancercise
Lees, Stephen	Auto Mechanics
Lynott, Gail	Office Communications
Marlowe, Nelly	Accounting
Martin, Angus	Auto Mechanics
Morrison, Gloria	English
Neale, Rhonda	Man in Society
Phillips, Gordon	Chemistry
Ryder, Edward	Electronics
Smith, Anne	Quilting
Wisborg, Brenda	Mathematics

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

WESTDALE SECONDARY SCHOOL

Evening School Staff

1983-84

Watson, Douglas	Principal
Hall, Bruce	Supervisor
Beach, Leroy	Mathematics
Benincasa, Anthony	Auto Maintenance
Betney, Joseph	Cabinet Making
Bryant, Garrett	Gourmet Cooking
Davies, Lynn	Ballroom Dancing
Eves, Daryl	Mathematics
Feswick, Walter	Auto Mechanics
Flett, Janet	Microwave Cooking
Gallo, Robert	Mathematics
Gibson, Bruce	Indoor & Outdoor Gardening
Girgenti, Anthony	Marketing
Gray, Allison	English
Horyn, Vera	Cake Decorating
Hutton, Barry	Bridge
Knight, Dennis	Stained Glass
Lawson, Kenneth	Bridge
Mackenzie, Kathleen	Dancercise
McCullough, Doris	Knitting & Crocheting
McKay, David	Mathematics
Miculan, Mark	English
Mychajluk, Michael	Upholstery
O'Brien, Thomas	Cabinet Making
Petro, Zoltan	Hungarian
Poole, William	Cabinet Making
Ratcliffe, Chantel	Conversational French
Robinson, Margaret	Hostess Entertaining
Scott, Wilfred	Electronics
Smyth, Brian	Cabinet Making
Stamp, Robert	Biology
Stewart, Dorothy	Quilting
Storr, David	Photography
Tkach, Edward	Accounting
Vick, Svetlana	Typing
Williams, Randall	Chemistry

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

WESTMOUNT SECONDARY SCHOOL

Evening School Staff

1983-84

Maxwell, Norman	Principal
Joosse, Arthur	Supervisor
Lake, James	Assistant Supervisor
Allemang, Douglas	Residential Electric Wiring
Anderson, Mary	Dressmaking, Tailoring & Fashion Design
Barber, Paul	Appliance Repair
Bevaart, Jane	Dressmaking
Bird, Velma	Quilting
Braidford, Winnie	Dance Aerobics
Bulthuis, Irene	Knitting & Crocheting
Clark, Margaret	Drawing & Painting
Coles, Marilyn	Dancercise
deVries, Harry	English as a Second Language
Fauvelle, Colleen	Christmas Workshop
Ferry, Cathy	Calligraphy
Gibbs, Margaret	Cake Decorating
Hoytema, Janet	Sewing - Knits
Hudak, William	Accounting
Husband, Donald	Carpentry
Kapshey, Nick	Typing
Kuhn, Helga	Yoga
Lewis, Betty	Yoga
Likavec, John	Ballroom Dancing
MacKinnon, Graham	Stained Glass
MacLeod, Audrey	Interior Design & Decoration
Malcolm, Bonnie	Chinese Cooking
Matsusaki, James	Upholstery
McLeod, Jane	Christmas Workshop
Meester, Grace	Knitting & Crocheting
Milovanov, Zivko	Carpentry
Milovanov, Zora	Conversational Italian
Moreau, William	Auto Mechanics
Nagtegaal, Clarence	Outboards & Small Engines Repair
Pescetti, Sandro	Auto Mechanics
Pigott, Elizabeth	Food Processor Cooking
Popaleni, Kathleen	Yoga
Prince, Alexander	Gourmet Cooking & Cooking for Fun
Repta, Lora	Dance Aerobics
Ridos, Diane	Dancercise
Robinson, Margaret	Hostess Entertaining

(continued)

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

WESTMOUNT SECONDARY SCHOOL

Evening School Staff

1983-84

Sehl, James	Motorcycle Mechanics
Skrzypkowski, Henry	Furniture Refinishing
Span, Jopie	English as a Second Language
Stephan, Gordon	Photography
Vanderwal, Kenneth	Carpentry
Wilby, Leslie	Drawing & Painting
Yoshitomi, Kay	Flower Designing

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

1983-84

ENGLISH AS A SECOND LANGUAGE

Alexander, D. Lee	Scott Park S.S.
Kammel, Olga	Scott Park S.S.
Mechel, Rosemarie	Scott Park S.S.
Kinal, Katherine	James St. Baptist Church
Sadler, Elizabeth	York Place
Stancombe, Karen	Rebecca St. Salvation Army
Stonell, Margaret	Ottawa St. YWCA & Multicultural Centre
Tokiwa, Jean	Rebecca St. Salvation Army

L.O.N.A.R. (Linking of Needs and Resources)

Marsh, Gwen	McIlwraith School
McLachlan, Zora	McIlwraith School
Scoffield, John	McIlwraith School

J.A.T.C. (Joint Apprentice Training Committee) - Southmount S.S.

Audet, Louis	Welding
Beanland, Norman	Welding
Bell, Clare	Welding
Bosnyak, Joseph	Steamfitting
Vanderlip, Douglas	Fabrication & Layout
Zwiers, Bert	Estimating

1983 11 29

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton.

Ladies and Gentlemen:

RE: A. Cost-benefit analysis of athletic therapists;
Extension of the athletic therapists' services.
B. "Safety In Secondary School Interscholastic Program Committee" directions.

It is recommended that the following information be received as an interim report from the "Safety In Secondary School Interscholastic Program Committee" on the cost-benefit of athletic therapists for the 1983 - 1984 football season.

GENERAL:

Duties performed by the athletic therapist include (as per contract):

(a) Provide such assistance as the therapist is reasonably able to provide with the coach's cooperation to each team before and after each game, including the taping of players and the provision to each coach of a report on such previously injured players as have, at that time, been seen by the therapist;

(b) During the game:

i) To promptly examine and, if necessary, administer first aid to every injured player and players suspected of having an injury;

ii) If the situation requires, to utilize appropriate emergency procedures and to promptly arrange, if required, transportation by ambulance for the injured player to the hospital;

iii) To recommend follow-up treatment or care as may be required;

iv) With the safety of the injured player uppermost in his mind, to determine the player's capacity to resume his participation in the game and to advise the player's coach immediately of the therapist's determination;

v) If necessary, to recommend to the player's coach that the injured player not return to play the then current game or any future games;

vi) To evaluate, as quickly as possible, the extent of any player's injury and the need for further medical assessment and, if necessary, direct the player to his family physician or, if necessary, immediate emergency treatment or care;

(c) Following the game, to assist with the completion of written student accident reports on each player who has received care or treatment and to deliver the report to the player's coach immediately following each such game.

A. COMMENTS FROM SCHOOL PERSONNEL:

. The athletic therapists showed concern for the students and confidence when working with them.
. They were friendly, knowledgeable and reassuring to the injured athlete.
. In the heat of the game, the athletic therapist was able to make an unbiased, rational decision about the ability of the injured athlete to return to the game. Thus removing the pressure from the coach.

In summary, they gave peace of mind to both the athlete and the coach.

Comments from parents were also favourable. The accurate follow-up for an injury and personal communication with the home were also reassuring to the parents. The hiring of highly skilled athletic therapists allowed each individual to concentrate on his role - the officials, officiated; the coach, coached and the therapist administered to the injured athlete.

The actual cost of this service for the 1983 - 1984 football season totalled $3,500.

B. The "Safety In Secondary School Interscholastic Program Committee" is presently investigating alternate forms of first aid service for the 1984 - 1985 school year, as well as, collecting statistical information on the distribution and determinents of athletic injury. These reports are forthcoming.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton support the hiring of one or two athletic therapists per game for the 1984 - 1985 football season at an approximate cost of $5,212. or $8,312.

2. That the Board of Education for the City of Hamilton support the extension of the athletic therapists' services to the 1983 - 1984 hockey season effective December 1 at a cost of $2,500.

Prepared by: D. Calder, Supervisor of Physical and Health Education

Submitted by: K. Rielly, Superintendent of Operations

Approved by: A. Krever, Director of Education

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mrs. H. Paquin (Chairman);
Trustees Varrasso, Vine and Di Ianni; Mesdames Barker and Garon; Messrs. Desmarais and Lord.

Also
Present: Trustees Clarke, Van Horne and Mulholland.
Mrs. P. Picknell.

Officials
Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART I

1. That the nuclear Identification, Placement and Review Committee of L'Ecole Secondaire Georges P. Vanier be composed of the following: The Principal; Guidance Personnel (as designated by the Principal) and the Superintendent of Operations or designate.

2. That the members extend to Mr. Hubert Paquin their appreciation for the effecient and courteous manner in which the business of the committee has been conducted in the past year.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1983 11 24.

REPORT OF THE

NUCLEAR LABORATORY ADVISORY COMMITTEE

Present: Mr. H. Raguin (Chairman);
Trustees Varnado, Vine and Di Iasio; Messrs. Barker and Gordon Smith.
Commander and Lord.

Also
Present: Trustees Clarke, Van Doren and Washington.
Mrs. P. Pickens.

Officials
Present: Mr. J. Pecoze (Deputy Business Administrator).
Mr. R. Kennedy (Asst. Superintendent).
Mr. A. J. Mellonie (Assistant to the Business Administrator).

The Committee recommends:

PAGE 1

1. That the nuclear liberalization, Plan-man and Navies Committee of L'Ecole Secondaire Georges P. Vanier be composed of the following: The principal chairman (ex-officio) is designated by the Principal) and the Superintendent of Operations or Designate.

2. That the members belong to Mr. Robert Pecoir their appreciation for the efficient and cooperation manner in which the business of the committee has been conducted in the past year.

Respectfully submitted,

Mr. H. Raguin,
Chairman.

Committee Room,
June 14.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 11 30.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Probationary Staff, effective 1984 01 01:

Mrs. Paula Beck (.5)

Mrs. Patricia Brown (.5)

Mrs. Barbara Williams (.5)

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Mary Barton, 1983 10 07 to 1983 11 25

Miss Gail Frost, 1984 01 01 to 1984 04 30

Miss Isabella Marchese, 1984 01 01 to 1984 03 16

Mrs. Darlene Owen, 1984 01 01 to 1984 06 28

Mrs. Linda Pearce, 1984 01 01 to 1984 04 30

Mr. Colin Rees, 1983 10 24 to 1983 12 16

Mrs. Laurie Smith, 1983 11 14 to 1984 06 28

Miss Laurie Waller, 1984 02 27 to 1984 05 04

(c) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as follows:

Mrs. Gillian Anchel, 1983 10 11 to 1983 12 16

Mrs. Elizabeth Baker, 1983 09 06 to 1983 12 06

Mrs. Linda Blunsdon, 1983 10 19 to 1983 12 16
and 1984 01 01 to 1984 04 20 (.5)

Mrs. Linda Walker, 1983 10 12 (p.m.) to 1984 01 31

Miss Laurie Waller, 1983 09 06 to 1983 11 30

(d) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1984 01 01:

Mrs. Carol Fiddler

Ms. Mary Lou Gitschner

Mrs. Karin Haley

Mrs. Louise Lefebvre-Brejak (.5 teaching .5 consultant)

Mrs. Angela Mouriopoulos

Mrs. Jeanette Nathan (.5)

Mrs. Paula Polgar

Mrs. Sheila Radigan (.5)

Mrs. Judy Stokoe

Mrs. Janet VanDuzen

(e) That the timetables of the following teachers be changed, effective as shown:

Mrs. Anna Kachmar, from half-time to full-time, effective 1983 11 14

Mrs. Bernice Weber, from full-time to half-time, effective 1984 01 01

(f) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Dianne Danko, 1984 01 02 to 1984 04 30

Mrs. Lindy Millen, 1984 02 27 to 1984 05 04

Mrs. Sandie Shepherd, 1984 01 30 to 1984 05 25

(g) That the request of Mrs. Roberta Jorey for a Disability Leave, effective 1983 11 14, be granted.

(h) That the request of Mrs. Nancy Tuk for a Leave of Absence for Personal Reasons, effective 1984 01 01 to 1984 08 31, be granted.

(i) That the requests of the following teachers for extensions of their present Leaves of Absence with Parental Leaves of Absence, effective as shown, be granted:

Mrs. Carolyn Gordon, 1983 12 24 to 1984 08 31

Mrs. Patricia Sally, 1984 01 01 to 1984 12 31

Mrs. Lynda Sherwood, 1984 01 01 to 1984 08 31

Mrs. Cathy Webster, 1984 01 01 to 1984 08 31

(j) That the following teachers be transferred from the Probationary Staff to the Permanent Staff, effective as shown:

Mrs. B. Ruth Allan, 1984 01 01

Mrs. Carol A. Beaty, 1984 01 01

Mrs. Arlene Grant, 1984 01 01

Mrs. Pamela J. Peterson, 1984 01 01

Mrs. Patricia Smith, 1984 01 01

Mr. Nick Toth, 1984 01 01

Mrs. Joan Wildish, 1984 03 14

(k) That the request of Ms. R. Gail Hunter for overseas exchange with a teacher from the United Kingdom for the period 1984 09 01 to 1985 08 31, be approved, subject to the condition that a suitable exchange teacher from the United Kingdom can be arranged through the Ministry of Education.

(l) That the request of Mrs. Caren Behr for Release from Contract, effective 1983 11 11, be granted.

(m) That the resignation of Mrs. Marion Cumming, effective 1983 12 31, be accepted with regret.

(n) That the resignation of Mrs. Myrtle C. Blair, who is retiring on superannuation effective 1984 08 31, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

Superintendent of Curriculum & Special Services:

(a) That up to 10 teacher-librarians attend the "Ontario Library Association Ideashop" to be held at Toronto, Saturday, 1984 02 04, and that the registration fee of $60.00 each be paid.

(b) That two teacher-librarians attend the "Ontario Library Association Pre-Conference" to be held at Toronto, Friday, 1984 02 03, and that the registration fee of $80.00 each be paid.

(c) That the action of the Superintendent of Curriculum & Special Services in permitting one teacher to attend the "Spectator Workshop for Teachers" to be held at the Hamilton Spectator, Thursday, 1983 11 17 evening, and that the registration fee of $20.00 be paid, be approved.

(d) That one teacher attend the "No Threshold, No Ceiling: How to Create a LOGO Learning Environment Conference" to be held at Downsview, Friday, 1984 02 24 and Saturday, 1984 02 25, and that $280.00 be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 11 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Hamilton Principals' Association Overseas Conference - March 1985

Background

In the past several years groups of principals and supervisory staff in a number of Boards of Education have been involved in overseas conferences.

These study visits have been successful because of the insights gained through on-site observation and discussions associated with new and different student programs, teaching techniques and management styles.

The Hamilton Principals' Association has, on a continuing basis, organized a wide variety of excellent professional in-service activities which have been supported by this Board and its officials. We commend to your attention and ask your support for the proposals put forward on the appended program developed by the executive of the Hamilton Principals' Association.

Recommendations:

1. That the Board approve the proposed overseas conference of the Hamilton Principals' Association.

2. That permission be granted for members of the Hamilton Principals' Association to be absent from their regular duties without loss of salary on March 6, 7 and 8, in order to attend the overseas conference to Great Britain from March 6 to 17, 1985.

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

HAMILTON PRINCIPALS' ASSOCIATION

OVERSEAS CONFERENCE

5-17 MARCH, 1985

Printed in Gt. Britain Code 445

PROPOSED H.P.A. STUDY VISIT - March, 1985

WHY? - Educational Objectives - list

WHEN? - March 5-17, 1985

Proposed schedule

Tues., March 5 - Evening flight to England.
Wed., March 6 - Arrival and settle in at Dillington House, Somerset. Orientation. Group supper and Key note speaker.
Thurs., March 7 - Seminars and/or visitations all day.
Fri., March 8 - Seminars and/or visitations all day.
Sat., March 9 - Participation in local events. Wives arrive. (or wives may arrive Wed. with husbands) Evening dinner for all.
Sun., March 10 - Participation in local events e.g. bus or walking tours, concerts, etc.
Mon., March 11 - Seminars and/or visitations all day.
Tues., March 12 - Dismissal. Visiting and touring at participant's leisure. Optional tours will be laid on. Other "packages" will be available if sufficient warning is given.
Sat., March 16 - Evening return to Dillington House.
Sun., March 17 - Brunch and return flight to Canada.

WHO? - At present about 50 HPA members and their families have indicated they wish to go. We hope to open the opportunity to Secondary Headmasters and Education Centre personnel to accompany us.

HOW? - Need three school days previous to Spring Break off - Wednesday, Thursday and Friday - March 5, 6, 7, 1985.
- Board permission to travel will allow income tax deduction for transportation and some accommodation expense.
- HPA Fall '84 Retreat will be postponed.

- Could teaching wives (husbands) accompany spouses on Tuesday departure?
- Total cost not yet available, but should be lower due to off season travel.
- Working with Girvan Travel, Fred and Judy Pile - Travel Consultants.
- There will be another presentation of the itineray for the Study Visit '85 and the leisure activities after Board approval (probably January).
- Need for follow-up after visit - talks, slide presentations to groups, trustees, staff, etc.

H.P.A. Retreat Committee Recommends

- H.P.A. Fall '84 Retreat will be moved to March '85.
- Next "In Canada" Retreat will be in Fall '85.
- Strongly support H.P.A. Study Visit to England March 5-17, 1985.
- Co-Chairmen of Retreat/March '85 to be Jim Watt, Bob Allan.

PROPOSED H.P.A. STUDY VISIT - March, 1985

WHY? - Educational objectives - list

WHEN? - March 5-17, 1985

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Thurs., March 7 - Seminars and/or visitations all day.
Fri., March 8 - Seminars and/or visitations all day.
Sat., March 9 - Participation in local events. Wives arrive. (or wives may arrive Wed. with husbands) Evening dinner for all.
Sun., March 10 - Participation in local events e.g. bus or walking tours, concerts, etc.
Mon., March 11 - Seminars and/or visitations all day.
Tues., March 12 - Dismissal. Visiting and touring at participant's leisure. Optional tours will be laid on. Other "packages" will be available if sufficient warning is given.
Sat., March 16 - Evening return to Dillington House.
Sun., March 17 - Brunch and return flight to Canada.

WHO? - At present about 30 HPA members and their families have indicated they wish to go. We hope to open the opportunity to Secondary Headmasters and Education Centre personnel to accompany us.

HOW? - Need three school days previous to Spring Break off - Wednesday, Thursday and Friday - March 5, 6, 7, 1985.
- Board permission to travel will allow income tax deduction for transportation and some accommodation expense.
- HPA Fall '84 Retreat will be postponed.

- Could teaching wives (husbands) accompany spouses on Tuesday departure?
- Total cost not yet available, but should be lower due to off season travel.
- Working with Given Travel, Fred and Judy Kile - Travel Consultants.
- There will be another presentation of the itinerary for the Study Visit '85 and the leisure activities after Board approval (probably January).
- Need for follow-up after visit - talks, slide presentations to groups, trustees, staff, etc.

H.P.A. Retreat Committee Recommends

- H.P.A. Fall '84 Retreat will be moved to March '85.
- Next "In Canada" Retreat will be in Fall '85.
- Strongly support H.P.A. Study Visit to England March 5-17, 1985.
- Co-Chairmen of Retreat/March '85 to be Jim Watt, Bob Allan.

HAMILTON PRINCIPALS' ASSOCIATION
EDUCATORS' CONFERENCE

06-11 MARCH 1985
COUNTY OF SOMERSET, ENGLAND

OBJECTIVES OF INTERNATIONAL VISITS BY EDUCATORS

Our premise is that the professional growth of an individual is proportionate to his investment in and commitment to his professional needs and objectives.

A few suggestions of the topics that may arise in the course of the week:

1. The role of the headmaster in Britain

   Examine the role of the headmaster to see what elements are most effective and how they might modify our perceptions of the role.

2. The role of the teacher

   Examine the role of the teacher in the system. Adaptability of personal pedagogy to children's changing needs. The use of learning resources. The computer in the classroom.

3. School day in England

   Experience several children's school days in Britain in order to gain an understanding of such commonly used terms as 'free day', 'integrated day' and 'integrated curriculum'.

4. What happens to "gifted" children?

5. Standards in Reading, Writing

   The British system has been reputed to have high standards in reading and writing. The Conference would afford us an opportunity to examine firsthand methods and organization in these areas. Of especial interest is a programme entitled 'Gateway to literacy' in infant schools.

6. Science, Social Studies, Physical Education, Art, etc.

7. Multi age grouping

   Examine the concept of grouping in terms of the rationale and methods of implementing their various strategies.

8. Open plan classrooms

   Examine the routines of open plan classrooms.

9. "Secondary Schools in Britain" - organization and curriculum.

10. Teacher Centres (Staff Development)

    Enquire into Teacher Centres. Teachers develop curricula materials and resolve organizational conflicts through these centres. Perhaps these can be examined in the light of the needs to enhance our professional development. Will a retiring teacher have enjoyed forty years' experience or one year's experience repeated forty times?

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11. Teacher Unions

Enquire into the unions and association and the effects of these organizations upon the profession. Their role in working conditions and salary settlements.

12. Community involvement

Analyze interactions between communities and their respective schools.

13. Metrication

Examine the materials and approaches to mathematics in a metricated system.

14. Special Education

What happens to the disadvantaged or exceptional child?

15. Administrative Organization

Analyze general philosophy and the relationships between the administration and the teaching staff.

16. Culture and Education

Analyze the interrelationship between the culture as a whole and the educational system to discover what substantive components are effective.

17. Computers in Education - for students and administrators.

A superficial study may result if each participant attempted to achieve all of the above listed objectives. It is, therefore, suggested that we survey our educators planning to attend the conference with respect to which four or five objectives they wish to study in depth. When the survey results are collated, it is expected that groups will be identified by their common objectives.

A conference of this nature should result in greater understanding and knowledge for all educators in Hamilton. Upon our return each team would accept the responsibility of preparing a presentation outlining the results of their studies with a view to sharing their knowledge with the other participants and non-attending teachers and administrators.

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A bibliography will be prepared for distribution to participants as a guide to pre-conference reading.

Pre-Conference Seminars

It is planned to hold several pre-conference seminars on general and specific aspects of the U.K. i.e. geography, political system, educational system, individual schools and curriculi.

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REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Trustee M. Baskin (Chairman),
Trustee Di Ianni, Mr. Daly and Dr. Jacobs.

Also Present: Trustees Clarke and Van Horne, Mrs. K. Rebalski (Principal - Vincent Massey School).

Officials Present: Mr. J. Penner (Deputy Business Administrator)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. B. Adams (Supervisor - Special Education)
Mr. A. J. Molineux (Assistant to the Business Administrator)

The Committee recommends:

PART II

(a) That a joint sub-committee of the Trainable Retarded Children's Advisory Committee and the Hamilton Association for the Mentally Retarded be established to examine the assessments of this Board's Trainable Retarded skills as they relate to the future of the graduates from Vincent Massey School and that a report be brought back to this committee.

(b) That the members extend to Mrs. Marjorie Baskin their appreciation for the efficient and courteous manner in which the business of the Committee has been conducted in the past year.

Respectfully submitted,

Mrs. M. Baskin,

Chairman.

Committee Room,
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